



South St. Paul School Board - Committee-of-the-Whole

Monday, June 26, 2023 5:00 PM

Location: CITY HALL

125 THIRD AVENUE NORTH

South St Paul, Minnesota 55075

Agenda

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C. Other Items Deemed Necessary by the School Board



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, June 26, 2023

Place on Agenda: Regular Meeting

Action Requested: Approval

Attachment: 2023-24 Budget Summary
2023-24 Budget Presentation

Topic: 2023-2024 Budget Approval
Presenter(s): Brady Hoffman, Finance Director
Background: Attached are the proposed 2023-24 Budgets. The Board of Education must approve these budgets prior to June 30, 2023. The 2023-2024 Budget Summary includes a description of fund, budget assumptions and proposed 2023-2024 budget for each of the following funds: General Fund, Food Service Fund, Community Service Fund and Debt Service Fund. The proposed budgets were presented to the Board at the June 12, 2023 COW meeting. There have been no changes to the budgets presented on June 12, 2023.
Recommendation: Approval
Alternatives: N/A

South St. Paul
Public Schools



2023-2024 Budgets

First Reading: June 12, 2023
Final Approval: June 26, 2023

South St Paul Public Schools

Special School District No. 6

104 5th Ave S

South St Paul, MN 55075

www.sspps.org

651-457-9400

School Sites

Kaposia Education Center

1225 First Avenue South

Grades: PreK-5

South St Paul Secondary

700 Second Street North

Grades 6-12

Lincoln Center Elementary

357 9th Avenue North

Grades: PreK-5

Community Learning Center

710 19th Avenue North

Grades 9-12

Family Education Center

104 Fifth Avenue South

Early Childhood Family Education (ECFE)

School Board

John Raasch

Monica Weber

Nikki Laliberte

Anne Claflin

Tim Felton

Wendy Felton

Vacant

Chair

Vice Chair

Clerk

Treasurer

Director

Director

Director

Administration

Dr. Brian Zambreno

Brady Hoffman

Superintendent

Finance Director

District Financial Timeline

South St Paul Public Schools, along with all other Minnesota school districts, operates on a fiscal year from July 1 – June 30. The budget is presented to the School Board for approval each June. Management of the school district’s budget is a process that includes important steps that occur throughout the year. The life cycle of the 2023-24 budget began last fall and will conclude with the final audit scheduled for November 2024.

September 2022	The school board reviewed and approved the preliminary property tax levy for fiscal year 2023-24.
November 2022	The school board reviewed and approved the final 2021-22 audit.
December 2022	The school board reviewed and approved the final property tax levy for fiscal year 2023-24.
January 2023	The school board began the 2023-24 budget planning process by reviewing the 2023-24 budget assumptions and budget projections. The school board approved the 2023-24 Budget Guiding Change Document.
March 2023	The school board reviewed and approved the proposed budget adjustments for 2022-23.
June 2023	The school board will review and approve the 2023-24 budgets.
September 2023	The school board will review and approve the preliminary property tax levy for fiscal year 2024-25.
November 2023	The school board is scheduled to review and approve the final 2022-23 audit.
December 2023	The school board will review and approve the final property tax levy for fiscal year 2024-25.

District Financial Overview

Minnesota school districts are required by law to prepare financial reports and annual budgets. For school districts, these financial reports include the detailed tracking of revenues and expenditures within a structure known as the Uniform Financial Accounting and Reporting Standards (UFARS). The Minnesota Legislature mandated that school districts use the UFARS reporting system. This system allows school districts to meet legislative requirements, establish greater accuracy in reporting, and provide financial accountability of public funds.

A school district's operating budget is comprised of different revenue and expenditure categories called 'funds'. These funds are established within UFARS in accordance with statutory requirements and Generally Accepted Accounting Principles (GAAP). Each fund maintains its own separate revenues, expenditures and fund balances. South St Paul Public Schools currently uses five funds:

Fund #	Fund Title	Common Purpose
01	General	Used to account for the general operating costs, such as educational activities, district instructional and student support programs, student support services, operations and maintenance costs and building and district administration.
02	Food Service	Record financial activities of a school district's food service program. Food service includes activities for the purpose of preparation and service of meals, snacks and milk in connection with school and community service activities.
04	Community Service	Used to record all financial activities of the Community Service program, including Early Childhood Family Education (ECFE), School Readiness, and Adult Basic Education (ABE)
07	Debt Service	Account for revenues and expenditures for a school district's outstanding bonded indebtedness.
20	Internal Service	<p>The Internal Service Fund is used for two purposes:</p> <ol style="list-style-type: none"> 1. Record revenues and expenditures for the district's dental and medical self-insurance programs. 2. Record financial activity related to assets held in a revocable trust to finance the district's OPEB liabilities. <p>Note: No annual budget is required for these funds</p>

SPECIAL SCHOOL DISTRICT NO. 6

ALL FUNDS

Proposed 2023-2024 Budget

	<u>General Fund</u>	<u>Food Service Fund</u>	<u>Comm Serv Fund</u>	<u>Debt Service Fund</u>	<u>TOTAL</u>
Revenue					
Local sources					
Property taxes	\$ 11,574,482	\$ -	\$ 422,611	\$ 3,251,821	\$ 15,248,914
Other	738,832	22,827	671,466	-	1,433,125
State sources	36,345,218	530,960	900,114	-	37,776,292
Federal sources	<u>3,197,724</u>	<u>1,384,468</u>	<u>17,300</u>	<u>-</u>	<u>4,599,492</u>
Total revenue	51,856,256	1,938,255	2,011,491	3,251,821	59,057,823
Expenditures					
Current					
Salaries	28,123,062	576,493	1,403,339	-	30,102,894
Employee benefits	11,484,748	211,359	510,885	-	12,206,992
Purchased services	6,585,326	192,300	110,075	-	6,887,701
Supplies and materials	1,306,290	878,983	48,650	-	2,233,923
Other expenditures	56,770	142,130	1,270	-	200,170
Debt service	-	-	-	3,379,610	3,379,610
Capital outlay	<u>1,969,013</u>	<u>25,000</u>	<u>2,125</u>	<u>-</u>	<u>1,996,138</u>
Total expenditures	49,525,209	2,026,265	2,076,344	3,379,610	57,007,428
Net change in fund balances	2,331,047	(88,010)	(64,853)	(127,789)	2,050,395
Fund balances					
Beginning of year	<u>8,628,061</u>	<u>814,773</u>	<u>758,612</u>	<u>772,239</u>	<u>10,973,685</u>
End of year	<u>\$ 10,959,108</u>	<u>\$ 726,763</u>	<u>\$ 693,759</u>	<u>\$ 644,450</u>	<u>\$ 13,024,080</u>

General Fund – Fund 01

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2022 Payable 2023 Levy that was approved by the Board of Education on December 12, 2022.
2. Other – The primary source of revenue in this area is participation and admission fees. Revenue is based on the fees approved by the Board of Education. Other sources include the district’s student activities accounts and third party billing revenue.
3. State Sources – The following primary state funding sources have been budgeted:
 - a. General Education Revenue – the budget is based on \$7,138 per pupil unit, which is a 4% increase over the 2022-23 level of \$6,863.
 - b. Compensatory Revenue – the budget is based on the MDE’s entitlement report, which is based on the October 1, 2022 Free/Reduced student count.
 - c. Special Education Revenue – the budget is based on the special education formula and projected operating expenditures. This includes a significant increase in state funding to reduce the special education cross subsidy.
 - d. Other State Funding – budgets have been projected based on the approved levy, projected enrollment and MDE estimates.
4. Federal Sources – The district receives funding for Title I, Title II, Title III and Special Education. The district has budgeted for all federal programs at a similar or slightly lower level as 2022-23. This is the final year to use additional one-time federal funding received as a result of the COVID-19 Pandemic.
5. Enrollment – The table below shows the actual Average Daily Membership (ADM) for 2021-22, the budgeted ADM for 2022-23 and the projected ADM for 2023-24.

Grade	2021-22 Actual	2022-23 Budget	2023-24 Projected
ECSE (1)	38	47	53
VPK (2)	82	69	67
K-5	1,206	1,177	1,134
6-8	707	648	604
9-12	996	1025	978
Total	3,029	2,966	2,836

- (1) ECSE = Early Childhood Special Education
- (2) VPK = Voluntary Pre-Kindergarten

Expenditures

1. General Expenditures – The school board approved budget adjustments at their March 27, 2023 meeting. These adjustments included increases and decreases in different areas of the budget.
2. Salaries and Employee Benefits – Employee compensation is based on current collective bargaining agreements and estimates are used for any contracts that are currently in negotiations.
3. Class Size Norms – Class size norms remain unchanged from the 2022-23 school year. Staffing is based on the following class size norms:

Grade	2022-23 Norms	2023-24 Norms
K	20-24	20-24
1	21-25	21-25
2	22-26	22-26
3	23-27	23-27
4	24-28	24-28
5	25-29	25-29
6-8	27-31	27-31
9-12	29-33	29-33

4. Other Budgets – Budgets were held constant to the extent possible. Some budgets for programs and services were subject to a larger budget increase due to inflation and market demands.

SPECIAL SCHOOL DISTRICT NO. 6
General Fund
2023-2024

	2021-22 <u>Actual</u>	2022-23 <u>Budget</u>	2023-24 <u>Proposed</u>
Revenue			
Local sources			
Property taxes	\$ 7,756,125	\$ 7,713,579	\$ 11,574,482
Investment earnings	14,000	-	-
Other	2,028,226	720,332	738,832
State sources	33,603,983	33,895,157	36,345,218
Federal sources	4,330,059	4,166,381	3,197,724
Total revenue	<u>47,732,393</u>	<u>46,495,449</u>	<u>51,856,256</u>
Expenditures			
Current			
Salaries	25,900,718	26,131,526	28,123,062
Employee benefits	10,597,184	10,887,563	11,484,748
Purchased services	5,790,238	6,714,515	6,585,326
Supplies and materials	1,378,746	1,307,125	1,306,290
Other expenditures	85,556	61,170	56,770
Capital outlay	1,851,778	1,034,085	1,969,013
Total expenditures	<u>45,604,220</u>	<u>46,135,984</u>	<u>49,525,209</u>
Net change in fund balances	2,128,173	359,465	2,331,047
Fund balances			
Beginning of year	<u>6,140,423</u>	<u>8,268,596</u>	<u>8,628,061</u>
End of year	<u>\$ 8,268,596</u>	<u>\$ 8,628,061</u>	<u>\$ 10,959,108</u>
Fund Balance %			
Restricted	5.2%	6.6%	5.8%
Assigned	2.3%	2.1%	2.7%
Unassigned	10.6%	10.0%	13.6%
Total	<u>18.1%</u>	<u>18.7%</u>	<u>22.1%</u>

Food Service Fund – Fund 02

Budget Assumptions

Revenue

For the 2022-2023 school year, the district operated under the National School Lunch Program and the School Breakfast Program. On March 17, 2023, Governor Walz signed the Free School Meals bill into law. This will take effect with the July 1, 2023 - June 30, 2024 school year. This legislation provides the reimbursement for a free breakfast and lunch to students who receive meals through their school's participation in the National School Lunch Program and the School Breakfast Program.

1. Other – Primarily Meal Sales – Primary meals sales will decrease significantly with the implementation of the Free School Meals bill. Primary meal sales consist of ala carte and adult meals.
2. State Sources – State reimbursements are budgeted to increase significantly with the additional state reimbursements to provide free meals to all students.
3. Federal Sources – Federal reimbursements are based on the 2022-23 National School Lunch Program rates as the 2023-24 rates are not known at this time.

Expenditures

1. Salaries and Employee Benefits – Employee compensation is based on current employment agreements and estimates are used for wage increases and staffing adjustments.
2. Other Costs – Other costs are based on projected supplies, materials and food related costs. Inflation has resulting in larger increases that we have experienced historically.
3. Capital outlay – Capital outlay is budgeted based on expected costs related to equipment replacements in the kitchens.

SPECIAL SCHOOL DISTRICT NO. 6
Food Service Fund
2023-2024

	2021-22 <u>Actual</u>	2022-23 <u>Budget</u>	2023-24 <u>Proposed</u>
Revenue			
Local sources			
Investment earnings	\$ 1,152	\$ -	\$ -
Other - primarily meal sales	39,042	435,734	22,827
State sources	67,018	117,320	530,960
Federal sources	<u>2,304,008</u>	<u>1,293,942</u>	<u>1,384,468</u>
Total revenue	2,411,220	1,846,996	1,938,255
Expenditures			
Current			
Salaries	563,779	492,538	576,493
Employee benefits	225,773	178,972	211,359
Purchased services	188,220	187,741	192,300
Supplies and materials	974,040	828,151	878,983
Other expenditures	135,080	142,130	142,130
Capital outlay	<u>25,354</u>	<u>25,000</u>	<u>25,000</u>
Total expenditures	<u>2,112,246</u>	<u>1,854,532</u>	<u>2,026,265</u>
Net change in fund balances	298,974	(7,536)	(88,010)
Fund balances			
Beginning of year	<u>523,335</u>	<u>822,309</u>	<u>814,773</u>
End of year	<u>\$ 822,309</u>	<u>\$ 814,773</u>	<u>\$ 726,763</u>
Fund Balance %	<u>38.9%</u>	<u>43.9%</u>	<u>35.9%</u>

Community Service Fund – Fund 04

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2022 Payable 2023 Levy that was approved by the Board of Education on December 12, 2022. The district levies for General Community Education, Early Childhood Family Education (ECFE), Youth Services, Home Visiting and School Age Care – Disabled.
2. Other Sources – Primarily Tuition and Fees – The district collects participation fees in the following areas: Camps and Clinics, Preschool, School Age Care, Youth Development, After School Youth, Senior Citizen Programming and Early Childhood Family Education (ECFE).
3. State Sources – State funding for General Community Education, ECFE and School Readiness are based on Minnesota Department of Education (MDE) projections. State funding for Adult Basic Education (ABE), Childhood Screening and Non-Public Pupil Aid are based on district estimates.

Expenditures

1. Salaries and Employee Benefits – Employee compensation is based on current collective bargaining agreements, independent agreements, and estimates are used for any contracts that are currently in negotiations, anticipated wage increases, and staffing adjustments.
2. Other Costs – Other costs are based on projected supplies, materials and other related costs.

SPECIAL SCHOOL DISTRICT NO. 6
Community Service Fund
2023-2024

	2021-22 <u>Actual</u>	2022-23 <u>Budget</u>	2023-24 <u>Proposed</u>
Revenue			
Local sources			
Property taxes	\$ 597,737	\$ 513,150	\$ 422,611
Investment earnings	1,763	-	-
Other - primarily tuition and fees	685,307	646,316	671,466
State sources	920,525	929,648	900,114
Federal sources	152,584	17,300	17,300
Total revenue	<u>2,357,916</u>	<u>2,106,414</u>	<u>2,011,491</u>
Expenditures			
Current			
Salaries	1,316,241	1,239,864	1,403,339
Employee benefits	512,976	460,711	510,885
Purchased services	190,571	136,194	110,075
Supplies and materials	91,844	57,850	48,650
Other expenditures	1,120	1,270	1,270
Capital outlay	17,741	1,125	2,125
Total expenditures	<u>2,130,493</u>	<u>1,897,014</u>	<u>2,076,344</u>
Net change in fund balances	227,423	209,400	(64,853)
Fund balances			
Beginning of year	<u>321,789</u>	<u>549,212</u>	<u>758,612</u>
End of year	<u>\$ 549,212</u>	<u>\$ 758,612</u>	<u>\$ 693,759</u>
Fund Balance Components			
Community Education Programs	\$ 396,475	\$ 541,629	\$ 451,995
Early Childhood Family Education	52,840	69,863	57,916
School Readiness	37,146	64,877	98,117
Adult Basic Education	62,751	82,243	85,733
Total	<u>\$ 549,212</u>	<u>\$ 758,612</u>	<u>\$ 693,761</u>

Debt Service Fund – Fund 07

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2022 Payable 2023 Levy that was approved by the Board of Education on December 12, 2022. The district is required to levy 105% of the scheduled bond principal and interest payments.

Expenditures

1. Principal and Interest – The district makes payments based on the scheduled bond principal and interest payments.
2. Fiscal Charges and Other – The district incurs trustee costs related to the payments on the bonds.

SPECIAL SCHOOL DISTRICT NO. 6
Debt Service Fund
2023-2024

	2021-22 <u>Actual</u>	2022-23 <u>Budget</u>	2023-24 <u>Proposed</u>
Revenue			
Local sources			
Property taxes	\$ 2,997,174	\$ 3,012,550	\$ 3,251,821
Investment earnings	4,867	76,500	-
Other sources	-	-	-
Total revenue	<u>3,002,041</u>	<u>3,089,050</u>	<u>3,251,821</u>
Expenditures			
Debt Service			
Principal	1,975,000	1,855,000	2,300,000
Interest	1,010,338	1,115,532	1,073,110
Fiscal charges and other	107,861	157,687	6,500
Total expenditures	<u>3,093,199</u>	<u>3,128,219</u>	<u>3,379,610</u>
Other financing sources (uses)			
Bond Proceeds	14,787,044	9,995,187	-
Refunding Bond Payment	(14,685,000)	(9,920,000)	-
Total other financing sources (uses)	<u>102,044</u>	<u>75,187</u>	<u>-</u>
Net change in fund balances	10,886	36,018	(127,789)
Fund balances			
Beginning of year	<u>725,335</u>	<u>736,221</u>	<u>772,239</u>
End of year	<u>\$ 736,221</u>	<u>\$ 772,239</u>	<u>\$ 644,450</u>

FY24 Adopted Budget

Brady Hoffman
Director of Finance
June 26, 2023



Overview

- General Fund
- Food Service Fund
- Community Service Fund
- Debt Service Fund



Budget Process

January – Board reviews 2023-24 budget information

Feb-March – Budget recommendations developed

March-April – Board reviews 2023-24 adjustments

April-May – Finance staff prepares 2023-24 budgets

June – Board reviews and approves 2023-24 budgets

Overall Budget Assumptions

- **Revenue Assumptions:**

- **Basic Formula Allowance** Increase of 4% (\$7,138 per pupil unit) for FY24
 - Increase of 2% for FY25 (FY26 and beyond is attached to inflation with a floor of 2% and a cap of 3%)
- **COVID-19 Federal Relief Funding** has been utilized to offset budget reductions. This is the final year these funds are available which will result in a large revenue decrease for FY25.
- **Special Education Cross-Subsidy Aid** is being increased significantly. The cross-subsidy reduction is increased to 44% from 6.43% for FY24
- **Other Funding Increases:**
 - English Learner Cross Subsidy Aid
 - New Student Support Personnel Aid
 - New Library Aid
 - American Indian Aid



Overall Budget Assumptions

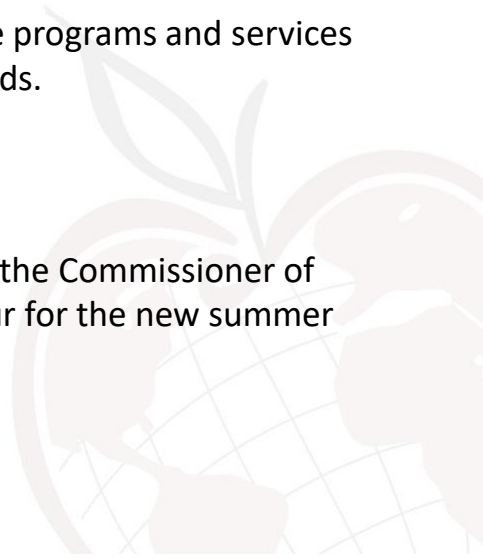
- **Expenditure Assumptions**

- Salary & Benefits - % increases for known settlements and contract changes. Estimates for any unsettled contracts currently in negotiations. Increases for known benefit changes (i.e., TRA)
- Additional academic and student support positions funded through voter approved levy increase and additional compensatory funding.
- Non-salary items – Budgets were held constant to the extent possible. Some programs and services were subject to a larger budget increases due to inflation and market demands.

- **Other Variables**

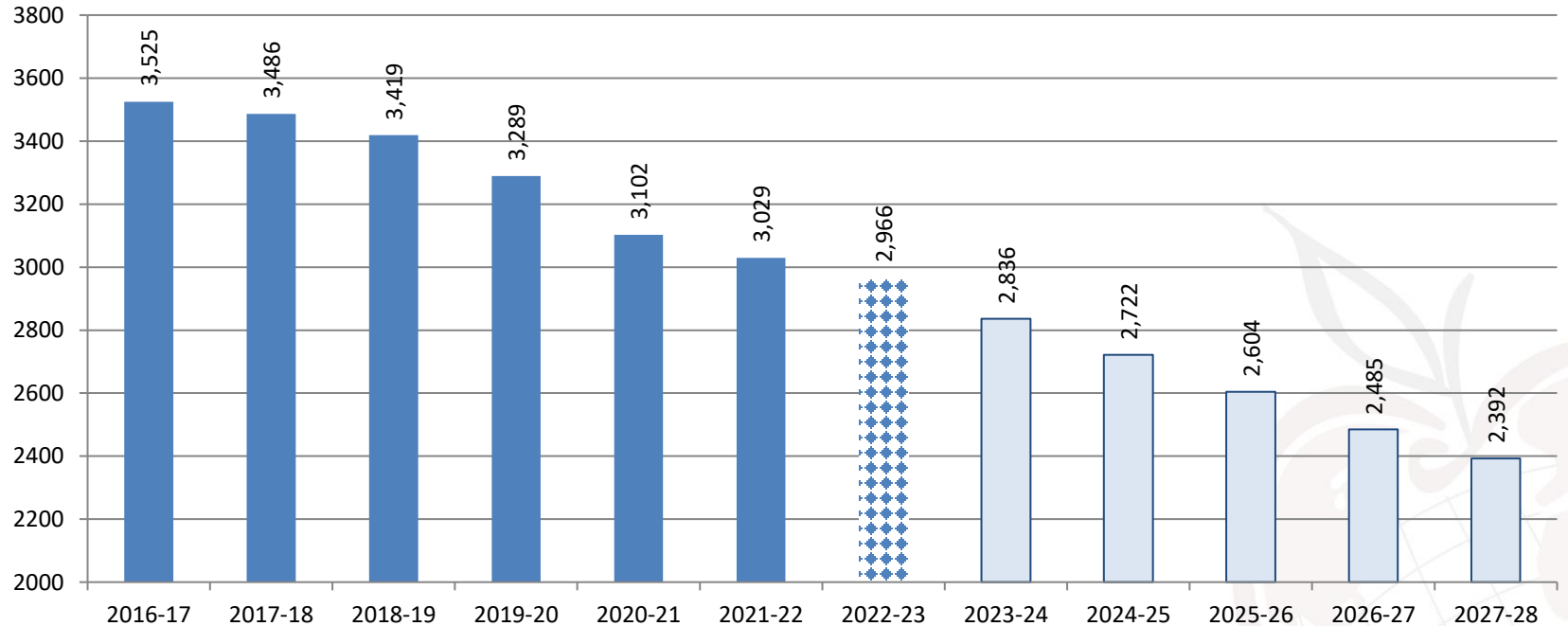
- Unemployment for hourly employees during summer months
 - Aid established but the reimbursement process is to be determined by the Commissioner of Education. It is unknown if this will cover the full cost that we may incur for the new summer unemployment eligibility for hourly school employees

- **Enrollment** – Projecting declining enrollment over the next 5 years

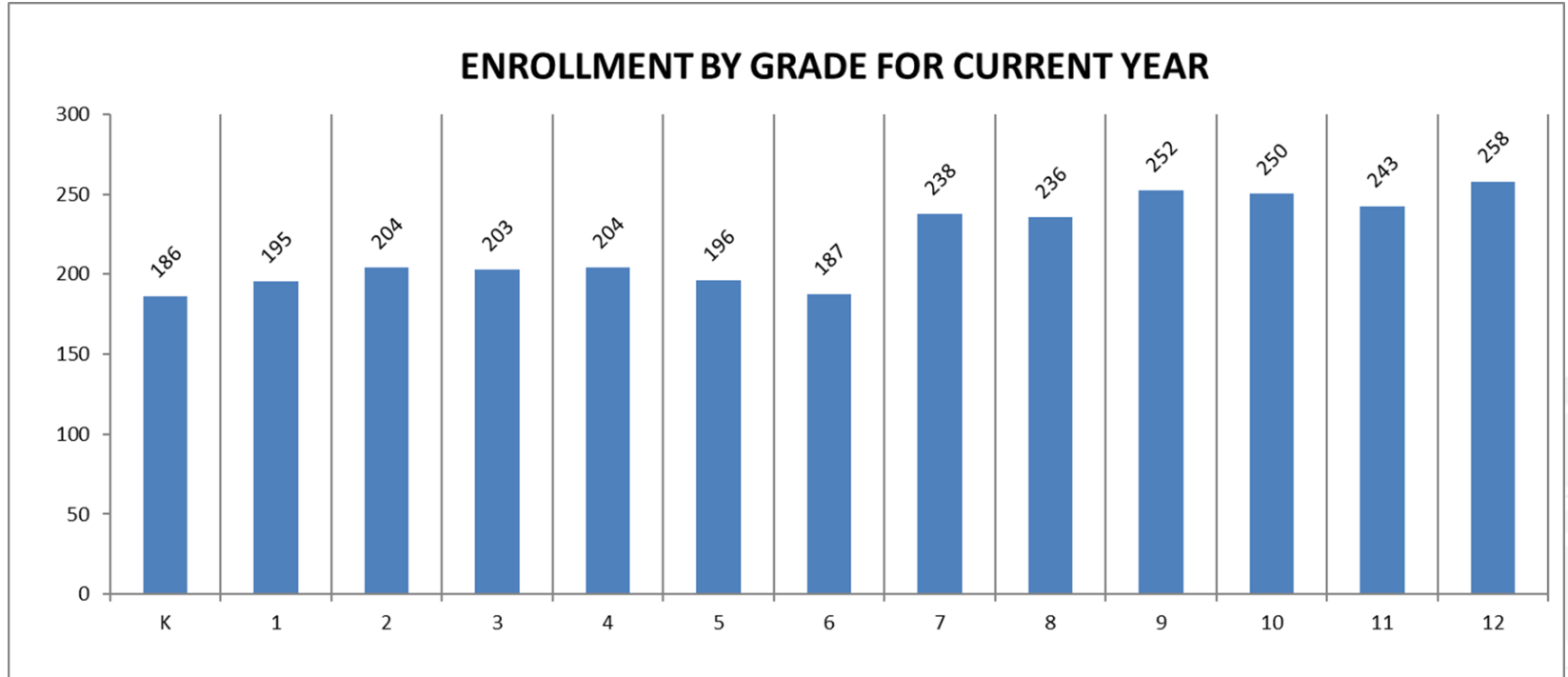


Enrollment Projection

ENROLLMENT HISTORY & PROJECTED TOTAL ENROLLMENT



FY23 Projected ADM's



General Fund Summary

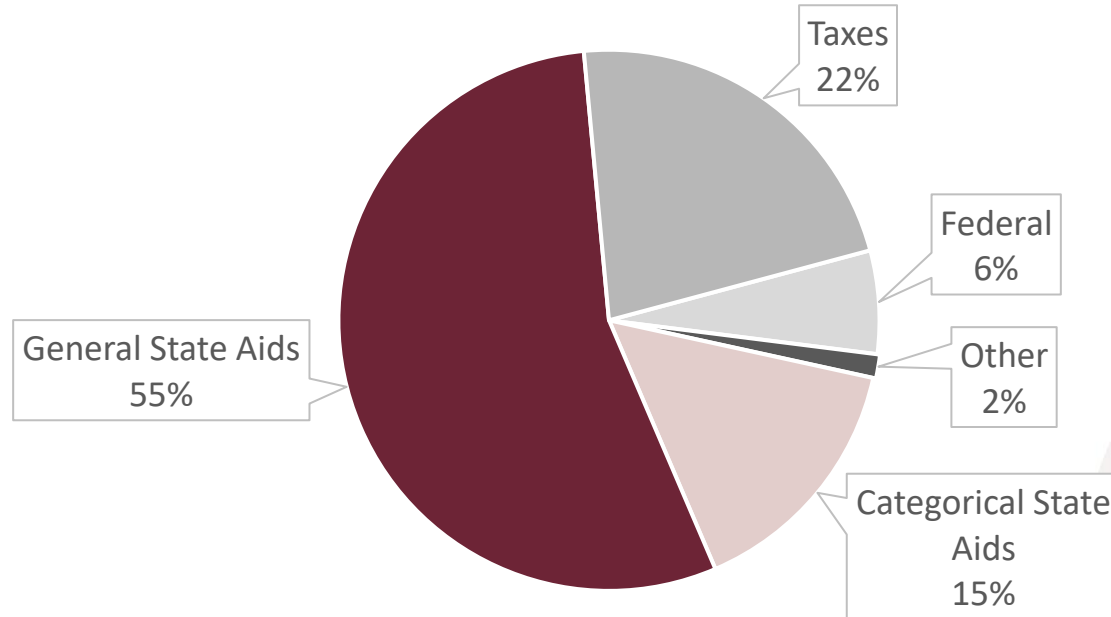
	Actual 2021-22	Revised Budget 2022-23	Proposed Budget 2023-24	Projected 2024-25	Projected 2025-26
Enrollment	3,029	2,966	2,836	2,722	2,604
Total Beginning Fund Balance	\$ 6,140,423	\$ 8,268,596	\$ 8,628,061	\$ 10,959,108	\$ 9,999,037
Revenues	47,732,393	46,495,449	51,856,256	49,263,443	48,770,809
Expenditures	45,604,220	46,135,984	49,525,209	50,223,514	50,931,666
Variance (Revenues - Expenditures)	2,128,173	359,465	2,331,047	(960,071)	(2,160,857)
Total Ending Fund Balance	\$ 8,268,596	\$ 8,628,061	\$ 10,959,108	\$ 9,999,037	\$ 7,838,180
Unassigned Fund Balance %	10.59%	10.04%	13.67%	11.57%	7.16%

General Fund Proposed Budget

	6/30/2023 Beginning Fund Balance	Adopted Budget		Fund Balance Buildup/(Usage)	6/30/2024 Ending Fund Balance
		2023-24 Revenues	2023-24 Expenditures		
General Fund					
Unassigned	4,634,205	41,342,138	39,206,560	2,135,578	6,769,783
Assigned	983,444	810,670	465,437	345,233	1,328,677
Restricted:					
Student Activities	239,317	175,000	175,000	-	239,317
Gifted & Talented	82,088	40,497	86,870	(46,373)	35,715
Medical Assistance	113,852	100,000	140,000	(40,000)	73,852
Staff Development	101,320	444,720	475,123	(30,403)	70,917
Safe Schools	228,372	102,573	117,300	(14,727)	213,645
Operating Capital	1,125,612	1,223,842	1,270,435	(46,593)	1,079,019
Long-Term Facilities Maintenance	466,000	1,240,091	1,240,091	-	466,000
Capital Projects Levy	367,066	834,135	834,135	-	367,066
Debt Reduction	251,503	28,332	-	28,332	279,835
Flexible Benefits	35,282	200,000	200,000	-	35,282
Total Restricted	3,010,412	9,703,448	9,853,212	(149,764)	2,860,648
Total General Fund	8,628,061	51,856,256	49,525,209	2,331,047	10,959,108
<i>Unrestricted Fund Balance %</i>	<i>12.18%</i>				<i>16.35%</i>
<i>Unassigned Fund Balance %</i>	<i>10.04%</i>				<i>13.67%</i>

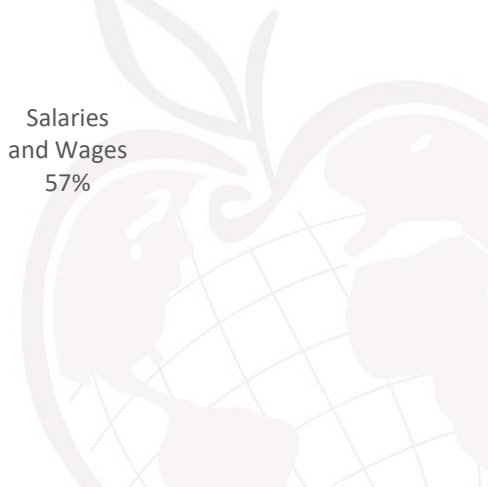
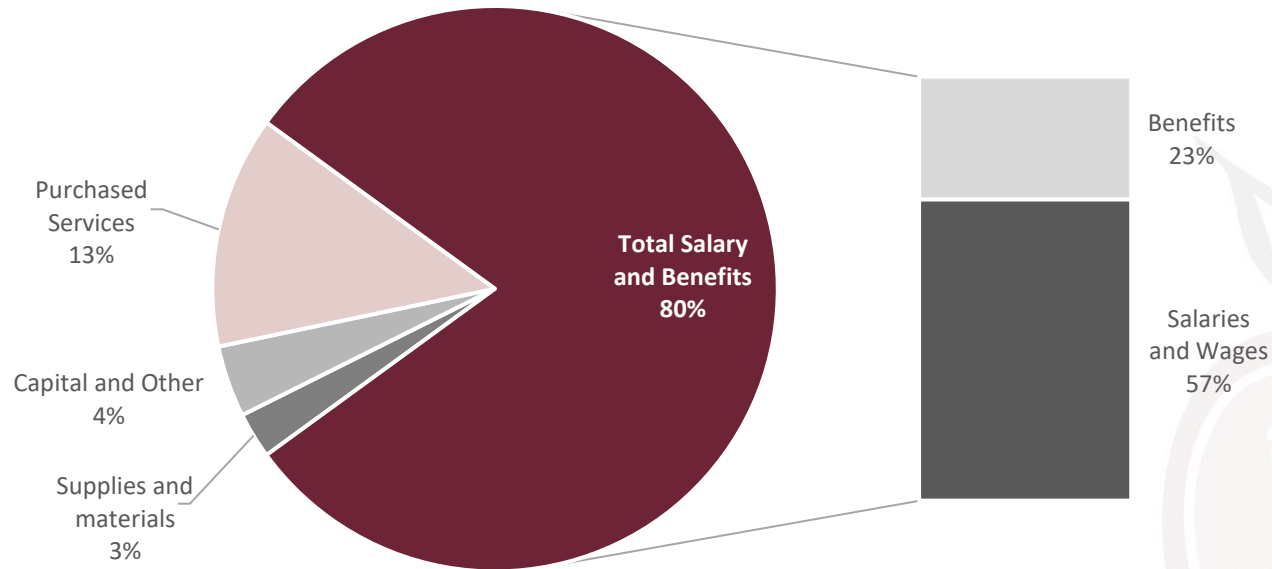
General Fund Revenue by Source

Total Revenues = \$51,856,256



General Fund Expense by Type

Total Expenditures = \$49,525,209



FY24 Budget Update

- Fund 02 – Nutrition Services

- Free School Meals for Kids – State will provide reimbursement for breakfast and lunch starting July 1, 2023
- Waiting on MDE to provide clarification on the reimbursement process.
- Impacts of inflation:
 - Food – 8%
 - Wages – Lagging the market



FY24 Community Education

- Fee Structure –routine increases for school age care and preschool.
- Adult Basic Education – Funding was held harmless during COVID. The hold harmless is no longer in place for FY24. Based on the current legislation, it appears our revenue will decrease approximately \$20,000, which is better than initially anticipated.
- We were able to retain the SAC disabled levy funds from COVID which has helped provide a much-needed fund balance cushion as we continue to bring programs back post-COVID.



FY24 – Debt Service

- The debt service fund accounts for the revenues and expenditures for the school district's outstanding bonded indebtedness
- The district is required to levy 105% of the scheduled bond principal and interest payments
- As the fund balance accumulates over time, there is a debt excess fund balance calculation performed by MDE that will reduce future tax levies and return those funds to our taxpayers



Other Funds Summary

	6/30/2023 Beginning Fund Balance	Adopted Budget		Fund Balance Buildup/(Usage)	6/30/2024 Ending Fund Balance
		2023-24 Revenues	2023-24 Expenditures		
General Fund	8,628,061	51,856,256	49,525,209	2,331,047	10,959,108
Food Service	814,773	1,938,255	2,026,265	(88,010)	726,763
Community Education Restricted:					
Regular Community Education	541,018	1,036,300	1,125,936	(89,636)	451,382
Early Childhood Family Education	69,863	272,983	284,930	(11,947)	57,916
School Readiness	64,877	295,208	261,968	33,240	98,117
Adult Basic Education	82,243	382,000	378,510	3,490	85,733
Restricted for Community Education	612	25,000	25,000	-	612
Total Community Education	758,612	2,011,491	2,076,344	(64,853)	693,759
Debt Service	772,239	3,251,821	3,379,610	(127,789)	644,450
Total All Funds	10,973,685	59,057,823	57,007,428	2,050,395	13,024,080

Next Steps

- June 26 - School Board approval of 2023-24 Budgets





SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, June 26, 2023

Place on Agenda: Committee-of-the-Whole and Regular Agenda/Business Items

Action Requested: Approval

Attachment: 2023-2028 SSABE Adult Basic Education Consortium Agreement

Topic: SSABE Adult Basic Education Consortium Agreement
Presenter(s): Community Education Director Jeanne Zehnder
Background: South Suburban Adult Basic Education was established in 1974 as a service of the Community Education Departments of the school districts of South St. Paul and Inver Grove Heights and expanded in 1981 to include West St. Paul. The purpose of the agreement is to provide corporative efforts for adult basic education services, which include adult basic education, GED preparation, English as a Second Language and other applicable services. The SSABE Director will meet with District Administration and provide updates semi-annually. The Consortium Agreement will be reviewed and updated every five years.
Recommendation: Approval of the 2023-2028 Adult Basic Education Consortium Agreement
Alternatives: Do not approve the 2023-2028 Adult Basic Education Consortium Agreement and direct administration with next steps.

South Suburban Adult Basic Education (SSABE) Consortium Agreement
July 1, 2023-June 30, 2028

The participating consortium members include but are not limited to:

South St. Paul (#6), Inver Grove Heights (#199) and West St. Paul (#197)

Participating school districts will provide:

- Semi-annual opportunities for District Leadership to meet with Consortium Manager to assist in program planning and budget approval process
- Appropriate instructional space, equipment and building supervision
- Space in promotional materials which are directly distributed in local district areas
- Opportunities to participate in and benefit from relevant staff development activities
- Opportunities to participate in and benefit from relevant grant seeking activities
- Support of Community Education Department(s) and District Leadership and staff to enhance adult learning through ABE
- Promote program activities utilizing a variety of outreach strategies
- Appropriate and detailed financial data regarding ABE transactions via the UFARS system required for mandated audits or to qualify for state and federal funds. This report will be included in the final report due to MN Department of Education by October 15.
- Detailed and accurate fiscal records of base population aide expenditures via the UFARS system; Base population aid expenditures will be for direct ABE services only and comply with administrative cost caps and practices as outlined in the Adult Basic Education Application Packet. Fiscal records will be placed into a final report due to the MN Department of Education by October 15.
- Notification of fiscal agent of intent to leave Consortium. Notification must occur by February 1st, with separation to occur July 1. The Existing district forfeits rights to any fund balance held by the fiscal agent. Note: Any capital held by Consortium, which was generated exclusively through grant participation with individual district(s) will remain in that district.
- Equal sharing of any deficits incurred by the Consortium.

Responsibilities of the Consortium Entity (SSABE)

The South Suburban Adult Basic Education Consortium will:

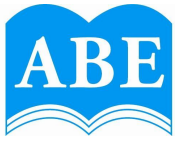
- Create organizational structure
- Develop operational guidelines and procedures
- Determine, prioritize and approve budget allocation that avoids programmatic duplications and is based on Consortium-wide needs. This will be done in conjunction with the Community Education staff and District Leadership.
- Utilize capital generated through grant participation with individual districts to maximize Consortium-wide services.
- Design and implement programs that comply with MN Department of Education and reflect best practices in adult education
- Promote program activities utilizing a variety of outreach strategies
- Explore strategic collaborations to enhance service delivery

- Collaborate with Dakota County to facilitate workforce development and education
- Provide in-service opportunities for staff
- Facilitate recruitment and training of volunteers
- Evaluate overall programming
- Communicate progress and issues to all members/collaborative partners
- Hold bi-annual meetings with District Leadership and Consortium Administration
- Collect program data

Responsibilities of the fiscal agent (South St. Paul/ Special District #6)

South St. Paul, serving as fiscal agent, will:

- Submit application materials for state, federal and other grants
- Develop and monitor budgets
- Hire staff; or in cases of certain collaborative programming, recommend staff
- Ensure compliance with applicable state statutes for affirmative action policies
- Maintain and track accurate data including learner attendance and outcomes for ABE program
- Provide space for Consortium Administration
- Provide member districts with annual report and data supporting/analyzing their specific locations
- Submit all applicable state and federal reports
- Provide assurances to state and federal authorities
- Include ABE budget as part of its yearly school district audit



SSABE Consortium Agreement

The undersigned understand and agree to items contained herein:

School board Chair, Special District 6

Date: _____

School board Clerk, Special District 6

Date: _____

School board Chair, ISD 199

Date: _____

School board Clerk, ISD 199

Date: _____

School board Chair, ISD 197

Date: _____

School board Clerk, ISD 197

Date: _____

Meeting Date: Monday, June 26, 2023

Place on Agenda: Regular Meeting

Action Requested: Approval

Attachment: Resolution Filling School Board Vacancy
Resolution Establishing Dates for Filing Affidavits of Candidacy

<p>Topic: Board Elections</p>
<p>Presenter(s): Lisa Brandecker, Executive Assistant to the Superintendent and School Board and Board Chair John Raasch</p>
<p>Background:</p> <p>Following the unexpected passing of Director Beermann, the School Board, at their regular meeting on Monday, May 8, approved a resolution declaring a School Board vacancy. Subsequently, the Board opened a two-week application process where three qualified community members submitted applications. Interviews were conducted with the three applicants at a special meeting on Thursday, June 22 where one candidate was selected to move forward for appointment at the Monday, June 26 Board meeting.</p> <p>Following the approval of the <i>Resolution Filling a School Board Vacancy</i> on June 26, state statute indicates the newly appointed member must wait 30 days before being seated. The appointed member's first official meeting and swearing in will be Monday, August 14, 2023. The appointed member will remain in office until the conclusion of the special election on Tuesday, November 7, 2023. The newly elected member will be sworn in and seated on Monday, November 13, 2023, and fill the remainder of Director Beermann's term which expires in January of 2027.</p> <p>The second election resolution before the Board this evening is to establish filing dates for the special election. The <i>Resolution Establishing Dates for Filing Affidavits of Candidacy</i> includes the following details for interested and eligible voters to file for the office of School Board member.</p> <ul style="list-style-type: none"> • The filing period for the office of School Board member opens on Tuesday, August 1, 2023, and closes at 5:00 PM on Tuesday, August 15, 2023. • There is a \$2 filing fee that must be submitted in conjunction with the Affidavit of Candidacy. • The Affidavit of Candidacy and \$2 filing fee must be submitted to the office of the City Clerk at the South St. Paul City Hall (125 – 3rd Avenue North, South St. Paul), prior to the closing of the filing period on Tuesday, August 15, 2023.
<p>Recommendation: Approval of both election resolutions.</p>
<p>Alternatives: N/A</p>

**Special School District No. 6
(South St. Paul Public Schools)
State of Minnesota**

Pursuant to due call and notice thereof, a regular meeting of the School Board of South St. Paul Public Schools, Special School District 6, State of Minnesota, was duly held in said school district on the 26th day of June, 2023, at 6:00 o'clock p.m.

Member _____ introduced the following Resolution and moved its adoption:

RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT

WHEREAS, a vacancy exists in the office of School Board member with a term expiring the first Monday in January, 2027.

WHEREAS, the vacancy occurred more than ninety (90) days prior to the first Tuesday after the first Monday in November in the year the vacancy occurred and prior to the fourth year of the vacant term;

WHEREAS, three applications were submitted during the two-week application period.

WHEREAS, the School Board held a special meeting on Thursday, June 22, 2023, to conduct interviews with the three candidates.

NOW THEREFORE BE IT RESOLVED that the South St. Paul School Board, Special School District 6, State of Minnesota, as follows:

Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b, _____ is hereby appointed to fill the vacancy and to serve until a successor is **elected** at the Tuesday, November 7, 2023 special election. The appointment shall be effective thirty (30) days after the adoption of this resolution unless a valid petition to reject the appointee is filed with the school district clerk pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b(b) within that thirty (30) day time period.

The motion for the adoption of the foregoing resolution was duly seconded by _____, and upon a vote being taken thereon, the following voted in favor thereof:

And the following voted against the resolution:

Whereupon this Resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)SS.
COUNTY OF DAKOTA)

I, the undersigned, being the fully qualified and acting secretary-clerk of Special School District No. 6, State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the School Board of said school district, duly called and held on the date therein indicated, so far as such minutes relate to *Filling a School Board Vacancy by Appointment*, and that said resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such Secretary-Clerk this 26th day of June, 2023.

Secretary-Clerk
Special School District No. 6
State of Minnesota

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD
OF SPECIAL SCHOOL DISTRICT NO. 6
(SOUTH ST. PAUL PUBLIC SCHOOLS)
STATE OF MINNESOTA

HELD: JUNE 26, 2023

Pursuant to due call and notice thereof, a regular meeting of the School Board of Special School District No. 6 (South St. Paul Public Schools), State of Minnesota, was held in the School District on June 26, 2023, at 6:00 o'clock p.m., for the purpose, in part, of establishing dates for filing affidavits of candidacy for the 2023 School District special election.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION ESTABLISHING DATES
FOR FILING AFFIDAVITS OF CANDIDACY**

BE IT RESOLVED by the School Board of Special School District No. 6, State of Minnesota, as follows:

1. The period for filing Affidavits of Candidacy for the office of school board member of Special School District No. 6 shall begin on August 1, 2023, and shall close on August 15, 2023. An Affidavit of Candidacy must be filed in the office of the School District Clerk and the \$2 filing fee paid prior to 5:00 o'clock p.m. on August 15, 2023.

2. The Clerk is hereby authorized and directed to cause notice of said filing dates to be published in the official newspaper of the School District, at least two (2) weeks prior to the first day to file Affidavits of Candidacy. Publication of said notice prior to the date of adoption of this resolution is hereby ratified and approved in all respects.

3. The Clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the School District at least ten (10) days prior to the first day to file Affidavits of Candidacy.

4. The notice of said filing dates shall be in substantially the following form:

**NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD
SPECIAL SCHOOL DISTRICT NO. 6
(SOUTH ST. PAUL PUBLIC SCHOOLS)
STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN that the period for filing Affidavits of Candidacy for the office of School Board member of Special School District No. 6 shall begin on August 1, 2023, and shall close at 5:00 o'clock p.m. on August 15, 2023.

The special election shall be held on Tuesday, November 7, 2023. At that election, one (1) individual will be elected to the School Board to fill a vacancy in term expiring January 4, 2027.

Affidavits of Candidacy are available from the City Clerk, City of South St. Paul, 125 – 3rd Avenue South, South St. Paul, MN 55075. The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the School District from which the candidate seeks election for thirty (30) days before the special election, and must have no other affidavit on file for any other office at the same primary or general election.

The Affidavits of Candidacy must be filed in the office of the City Clerk and the filing fee paid prior to 5:00 o'clock p.m. on August 15, 2023.

Dated: _____, 2023

BY ORDER OF THE SCHOOL BOARD

/s/ _____
School District Clerk
Special School District No. 6
(South St. Paul Public Schools)
State of Minnesota

The motion for the adoption of the foregoing resolution was duly seconded by _____ . On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
) ss.
COUNTY OF DAKOTA)

I, the undersigned, being the duly qualified and acting Clerk of Special School District No. 6 (South St. Paul Public Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the School Board of said school district duly called and held on the date therein indicated, so far as such minutes relate to establishing dates for filing affidavits of candidacy, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such Clerk this 26th day of June, 2023.

Clerk of the School Board



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 26, 2023

Place on Agenda: Committee-of-the-Whole and Regular Business Meeting

Action Requested: Approval – Student Rights and Responsibilities Handbook
Information Only – SSPPS Family Handbook
Information Only – Building and Program Guidebooks

Attachments: 2023-24 Student Rights and Responsibilities Handbook
2023-24 Family Handbook
2023-24 Program and School Guidebooks

Topic: 2023-24 Handbooks and Guidebooks
Presenter(s): Dr. Brian Zambreno, Superintendent of Schools
<p>Background:</p> <p>The South St. Paul Public Schools overhauled its various handbooks a few years ago in an effort to streamline policies and procedures for students and families.</p> <ul style="list-style-type: none"> • SSPPS Student Rights and Responsibilities Handbook: (Requesting Approval) <ul style="list-style-type: none"> ○ Audience – SSPPS Students and Families (Gr Prek-12) ○ Purpose – This publication outlines unified, developmentally appropriate behavioral expectations for students across the district, and gives common vocabulary to restorative practices, and disciplinary responses. • SSPPS Family Handbook: (Information Only) <ul style="list-style-type: none"> ○ Audience – All SSPPS Families PreK-12 ○ Purpose – Content satisfies all of the legal annual notification requirements of the school district. It includes information that is common across the district (e.g. data privacy, food/nutrition, pesticides, asbestos, etc.) as well as other district information of interest (e.g. school closing, community education, cultural liaisons, etc.). • Programs and School Guidebooks: (Information Only) <ul style="list-style-type: none"> ○ Programs–SSP Secondary Student Activities Dept., Community Preschool, ECFE, Kids’ Choice and Adult Basic Education (ABE) Guidebooks ○ Schools – Elementary, Middle School, and High School Guidebooks ○ Audience – Students and Families ○ Purpose – Guidebooks include specific information about procedures that are unique to the specific programs and/or schools, including but not limited to: contact information, calendars, building hours and daily schedules, evacuation and emergency plans, fees, technology, transportation, etc.
<p>Recommendation:</p> <p>Administration requests Board approval for the Students Rights and Responsibilities Handbook</p>
<p>Alternatives:</p> <p>Do not approve the Student Rights and Responsibilities Handbook and direct administration with next steps.</p>



SOUTH ST. PAUL PUBLIC SCHOOLS

STUDENT RIGHTS & RESPONSIBILITIES

2023-2024

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Upon request, the district will make the Student Rights & Responsibilities Handbook available in languages other than English. If you would like to receive this information in another language, please contact your school.

Si usted desea recibir esta información en español, por favor contactese con su escuela.
ይህንን መረጃ በስፓኒሽ ለመቀበል ከፈለጉ እባክዎን ትምህርት ቤትዎን ያነጋግሩ
yihinini mereja besipañishi lemek’ebeli kefelegu ibakiwoni timihiriti bētiwoni yanegagiru



SUPERINTENDENT'S MESSAGE

June 2023

Dear South St. Paul Public Schools Families,

In South St. Paul Public Schools (SSPPS), we are dedicated to providing our students and staff with a safe, welcoming and culturally responsive environment to learn and work. We strive to provide the support our students need to stay in school and learn. The Student Rights and Responsibilities Handbook is designed to assist the district in accomplishing its mission to ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.

We want to encourage a learning environment of mutual respect, problem-solving and restorative practices among all students and staff at every school. In partnership with the School Board, the district has developed comprehensive policies and procedures that define our students' rights and responsibilities and provide for a positive learning environment. This handbook serves as a resource for students and families in understanding these policies and expectations as well as their alignment with district procedures. District staff will be reviewing this information with students at the beginning of the school year. In addition, we ask you to also review this important document and discuss it with your student(s).

I thank you for your continued partnership as we strive to prepare each and every student for their next step. Together we can help our students stay in class and school so they can take advantage of the many learning opportunities available to them every day.

Sincerely,



Dr. Brian Zambreno
Superintendent
South St. Paul Public Schools



LEADERSHIP TEAM

SSP SCHOOL BOARD

Anne Clafin

(651) 894-4187
aclafin@sspps.org

Tim Felton

(651) 210-9956
tfelton@sspps.org

Monica Weber

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John Raasch

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jraasch@sspps.org

Wendy Felton

(651) 451-9002
wfelton@sspps.org

Nikki Laliberte

(651) 216-0885
nlaliberte@sspps.org

DISTRICT LEADERSHIP

District Office

104 Fifth Ave South
South St. Paul, MN 55075

Superintendent Brian Zambreno

(651) 457-9465
bzambreno@sspps.org

Director of Buildings and Grounds

Mark Fenton
(651) 457-9431
mfenton@sspps.org

Director of Equity and Learning

Amy Winter
(651) 457-9416
amy.winter@sspps.org

Director of Community Education and Early Learning

Jeanne Zehnder
(651) 306-3634
jzehnder@sspps.org

Director of Nutrition Services

Dorie Pavel
(651) 457-9456
dpavel@sspps.org

Director of Finance

Brady Hoffman
(651) 457-9428
bhoffman@sspps.org

Director of Student Services

Shauna Bock
(651) 552-5594
sbock@sspps.org

Director of Human Resources

Joel Milteer
(651) 457-9473
jmilteer@sspps.org

Director of Technology

Christina Moses
(651) 552-5560
cmoses@sspps.org



SCHOOL LEADERSHIP



EARLY LEARNING/FAMILY EDUCATION CENTER (BIRTH-5)

104 Fifth Ave South, South St. Paul, MN 55075
(651) 457-9418

Jeanne Zehnder

Director
(651) 306-3634
jzehnder@sspps.org



KAPOSIA EDUCATION CENTER (GRADES PREK-5)

1225 First Avenue South, South St. Paul, MN 55075
(651) 451-9260

Terry Bretoi

Principal
(651) 451-9260 | ext. 6306
tbretoi@sspps.org

Jody Hansen

Asst. Principal
(651) 451-9260 | ext. 6307
jhansen@sspps.org



LINCOLN CENTER (GRADES PREK-5)

357 Ninth Avenue North, South St. Paul, MN 55075
(651) 457-9426

Theresa Starkman

Principal
(651) 457-9426 | ext. 9461
tstarkman@sspps.org

Deanne Edlefsen

Asst. Principal
(651) 457-9426 | ext. 7407
dedlefsen@sspps.org



SSP SECONDARY (GRADES 6-12)

700 North Second Street, South St. Paul, MN 55075
(651) 457-9408

Chuck Ochocki

Principal, Gr 9-12
(651) 457-9402
cochocki@sspps.org

Leah Bourg

Principal, Gr 6-8
(651) 306-3659
lbourg@sspps.org

Brady Krueger

Athletics/Activities Director
Assistant Principal
(651) 457-9417
bkrueger@sspps.org

Angie Ryter

Asst. Principal, Gr 9-12
(651) 457-9435
aryter@sspps.org

TBD

Asst. Principal, Gr 6-8
(651) 457-9405
@sspps.org



SSP COMMUNITY LEARNING CENTER (GRADES 10-12)

710 - 19th Avenue North, South St. Paul, MN 55075
(651) 450-9966

Chuck Ochocki

Principal
(651) 457-9402
cochocki@sspps.org

Robin Schwab

Asst. Principal
(651) 306-3686
rschwab@sspps.org



DISTRICT MISSION AND CORE VALUES

SSPPS MISSION (OUR CORE PURPOSE)

Ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.

SSPPS CORE VALUES (WHAT DRIVES OUR WORDS AND ACTIONS)

Compassion

Be kind, fair and just toward all people because of who we are

Equity

Provide equal access to opportunities in academics, student services and activities

Excellence

Strive for the/our best in all we do with high expectations for all

Integrity

Do the right thing even when no one is watching, and keep our promises

Resilience

Be able to bounce back from challenges and disappointments with confidence and hope

Respect

Honor our similarities and differences in our assumptions, inquiries, words and actions



GENERAL PRINCIPLES AND STRATEGIES

In pursuit of our district mission, SSPPS has high expectations for student behavior and requires that all students demonstrate responsibility and appropriate behavior in the classroom, on school grounds, and at school-sponsored events and activities. SSPPS is committed to providing a safe, supportive and orderly educational environment for all students.

SSPPS's approach to student discipline is designed to utilize evidence-based research in an effort to avoid situations in which students are unnecessarily removed from the classroom environment. To that end, SSPPS employs several strategies and frameworks to help create positive learning environments.

K-12 Instructional Coordinator

Brandon Willcox
bwillcox@sspps.org
651-552-5595

Kim Laska

Kaposia, Instructional Coordinator
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klaska@sspps.org

Jen Sexauer

Lincoln, Instructional Coordinator
(651) 306-3629
jsexauer@sspps.org

TBD

Middle School, Instructional Coordinator

[@sspps.org](mailto:###@sspps.org)

TBD

High School, Instructional Coordinator

[@sspps.org](mailto:###@sspps.org)



MINNESOTA'S FIRST IB WORLD SCHOOLS DISTRICT

SSPPS is the first district in Minnesota to be authorized by the IB programs serving students from kindergarten through grade 12. The focus of the IB curriculum is cross-disciplinary and is based on the inquiry method of instructional practice. IB provides a model for high standards in education for all students. The PYP and MYP programs provide an educational framework based on what is currently known about how students learn and draw upon best practices for teaching and learning. Through the IB Program, all students are invited to discover for themselves that learning can be an exciting, challenging, and rewarding process of exploring the world around us.

IB Primary Years Programme (PYP)

Designed for all students in grades K-5. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

IB Middle Years Programme (MYP)

Serves all students in grades 6-10. It focuses on providing a framework for academic challenge and life skills.

IB Diploma Programme (DP)

A rigorous academic program for grade 11 and 12 students. It focuses on creativity, innovation, self-discipline and the ability to function as part of a team. The Diploma Program consists of a common pre-university curriculum and a common set of external exams for students in schools throughout the world. It seeks to provide students with an international education that encourages an understanding and appreciation of other cultures and societies. For more information on the IB-DP program, contact our IB-DP Coordinator.

Conrad Anderson

SSP Secondary IB-DP Coordinator
(651) 457-9454

canderson@sspps.org

Sunset of PYP and MYP

As part of the [Pathway to Packer Promise](#), students and families will experience IB programming in 2023-24 while the district simultaneously works through steps to explore a new academic program model and sunset PYP/MYP for 2024-25. SSP High School will continue to offer the IB Diploma Programme for interested students in grades 11-12.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Our academic and student support team in each school includes teachers and paraprofessionals, mental health professionals (counselors, psychologists, and social workers), and instructional leaders (administrators and instructional coaches). This team works collaboratively to provide high-quality instruction and intervention support to match each student's needs.

- The framework for MTSS in SSPPS includes:
- Tier 1: Academic and behavioral support with differentiated instruction for all students in a general education setting.
- Tier 2: Targeted supplemental instruction and intervention
- Tier 3: Intensive individualized instruction and intervention

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS)

PBIS is a framework that assists schools in identifying and implementing research-based behavioral interventions in an effort to improve social and academic outcomes for all students. PBIS is based on the idea that students learn appropriate behavior through instruction, practice, feedback, and encouragement. Key features of PBIS include: outlining a clear set of defined positive expectations and behaviors, the teaching of expected behaviors, recognition of meeting expected behaviors, monitoring and correcting errors in behaviors, and using data-based information for decision-making, monitoring, and evaluating results at individual school sites.

BUILDING ASSETS, REDUCING RISKS (BARR)

BARR is a strengths-based educational model that will provide our grades K-12 with a comprehensive method to address the academic, social, and emotional needs of all students through the power of data and relationships. By putting relationships first, the BARR model allows students and teachers to connect more powerfully with each other. A key component is the weekly lessons focused on helping students learn and practice life skills. Called "I-Times" or "U-Times," these lessons focus on building skills in self-management, communication, social, research, or thinking;



CONSCIOUS DISCIPLINE (CD)

CD is an innovative social-emotional learning and classroom management program with a proven track record of sustainable results. Focused in Early Learning, CD provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities. By integrating social-emotional learning, discipline and self-regulation, educators spend less time policing behavior and more time teaching vital life skills. This method eliminates the need for reward and punishment-style discipline and instead gives children a voice, empowering them with the ability and help to achieve behavioral goals, while also creating stronger communication within families.

Each school site has a leadership team responsible for creating specific school-wide examples of appropriate behavior and academic interventions based on the framework of MTSS. By braiding the research-based principles and proven strategies including PBIS, BARR, and Conscious Discipline, SSPPS hopes to better ensure safe and supportive learning environments at all levels, early learning through graduation.

STUDENT CODE OF CONDUCT

It is the responsibility of the School Board to set reasonable policies and rules for governing behavior and conduct while in the school environment. These policies and rules apply any time a student is present on district property, at a school-sponsored activity, and while traveling in district vehicles.

In addition, students who are participants in district activities need to understand the behavioral expectations and consequences for violations as outlined by the Minnesota State High School League and the district related to chemical use, hazing or any other infraction covered by the High School League or district policies or rules.

While this policy pertains to all schools in the district, the School Board recognizes the uniqueness of each building and classroom in which the policy must be implemented. This policy may be supplemented by additional policies, rules and procedures that recognize those unique needs.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

RIGHTS	RESPONSIBILITIES
You have the RIGHT to be treated with respect and dignity by your fellow students, teachers and other school employees without regard to race, religion, sex, sexual orientation including gender identity and expression, age, disability or family structure.	You have a RESPONSIBILITY to treat your fellow students and all school employees with respect.
You have the RIGHT to be treated as a unique individual with different needs, learning styles and abilities.	You have a RESPONSIBILITY to complete assignments to the best of your ability and to adapt to different teachers and teaching styles.
You have the RIGHT , along with your parents, to participate in decisions affecting your educational program	You and your parents have a RESPONSIBILITY to actively participate in conferences and meetings held on your behalf.
You have the RIGHT to a comprehensive curriculum.	You have a RESPONSIBILITY to take advantage of the curriculum
You have the RIGHT to expect a building environment that is safe, clean and comfortable.	You have a RESPONSIBILITY to do your part in maintaining the safety, cleanliness and comfort of that environment.
You have the RIGHT to attend classes where dedicated, caring teachers are well prepared to teach.	You have a RESPONSIBILITY to be well prepared to learn.



SSPPS PHILOSOPHY REGARDING LEARNING AND DISCIPLINE

Optimum learning occurs in a positive, safe and secure environment. Students, parents/guardians, teachers, administrators and other school employees all share in the responsibility to ensure a positive climate for learning.

The school setting enables students to develop responsible behaviors and habits that will serve them now and later in life. Proper training in discipline should lead to self-control and respect for the law, authority, property and the rights of others.

While self-discipline is the ideal, it is understood that corrective measures will be required at times. When it becomes necessary to enforce the consequences of discipline violations as outlined in district policy, the consequences are enforced in a manner that respects the dignity of the student and promotes healthy and responsible behavior.

Discipline is a learning experience, not just a punishment. To that end, SSPPS believes discipline will serve to:

- Help the student learn a lesson that will positively affect present and future behavior;
- Help the student control and change behavior, and guide the student into adulthood;
- Help the student to grow intellectually and emotionally; and
- Enhance the student's self-confidence, self-worth and self-image.

ROLES AND RESPONSIBILITIES

Students

All students are held individually responsible for their behavior and for knowing and adhering to the Student Code of Conduct.

Parents or Legal Guardians

Parents and guardians are responsible for the behavior of their children as determined by law and community practice. They are expected to partner with school authorities and to participate regarding the behavior of their children.

Teachers

All teachers have responsibility for providing a well-planned teaching and learning environment and have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers will ensure acceptable student behavior. A teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

Other School District Employees

All school district employees are responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior are as authorized and directed by the superintendent. A school employee or other agent of a school district may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

Principal and Assistant Principals

The school principal is given the responsibility, authority and sole discretion to formulate building rules necessary to enforce this policy, subject to superintendent review. The principal will give direction and support to all school employees performing their duties within the framework of this policy. The principal or designee will consult with parents of students conducting a manner contrary to the policy. The principal will also involve other professional employees in the behavior referrals and make use of those agencies appropriate for assisting students and parents. A principal may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

Superintendent

The superintendent will establish guidelines and directives to carry out this policy, hold all school employees, students and parents responsible for conforming to this policy, and support all school employees performing their duties within the framework of this policy. The superintendent will also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy would be submitted to the school board for information and attached as an appendix to this policy.

School Board

The school board holds all school employees responsible for the maintenance of order within the school district and supports all employees acting within the framework of the district's discipline policy.



OUR COMMITMENT TO ANTI-BULLYING

South St. Paul Public Schools believes that a safe and civil learning environment is needed to learn and attain high academic standards and to promote healthy human relationships. To address concerns raised by students, parents and staff about student behavior, bullying and harassment in SSPPS, an administrative workgroup continues to review and refine improvements of district efforts regarding anti-bullying and harassment, with a focus on enhancing and improving prevention, identification and response. The workgroup focuses on three key areas: updating instructional materials for all students; professional development for all staff; and updates to handbooks and websites to make it easier to understand, report and access resources.

POLICY 514- BULLYING PROHIBITION

The act of bullying, including cyber-bullying, is prohibited on school property, at school functions, or on district transportation.

- Bullying means intimidating, threatening or harming conduct which is objectively offensive, and
 - Creates an imbalance of power between engaging students
 - Substantially interferes with a student's ability to perform or participate
 - Is directed at any student based on race, ethnicity, color, religion, immigration status, sex, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status, disability, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA).
- Any person who believes they have been a target or victim of bullying will immediately report the alleged act to a building administrator or supervisor
- An employee with knowledge or belief of bullying conduct will immediately report the incident to a building administrator
- The district has a defined investigative process and will take disciplinary action as necessary
- Annually, the district will notify students, families and staff of this policy

RESPONSES TO VIOLATIONS OF STUDENT CODE OF CONDUCT

The SSP School Board has adopted Policy 506, which outlines the School Board's expectations for student behavior and a Student Code of Conduct outlining examples of unacceptable student behavior. A copy of Policy 506 is included in the Appendix to this handbook. This Student Rights & Responsibilities Handbook incorporates the expectations outlined in Policy 506 and provides information regarding how SSPPS administration enforces the provisions of Policy 506 as well as other behavior-related policies (i.e. policies on bullying, violence and harassment).

Students must follow the provisions of Policy 506 and this Rights and Responsibilities Handbook before, during, and after school. The expectations outlined in Policy 506 and this Rights and Responsibilities Handbook apply inside school buildings, on school grounds, and at school-related activities and events. Students must also follow these expectations on school buses or vans and at bus stops. An off-campus violation of these expectations may result in disciplinary action taken by SSPPS if the violation has a direct and immediate effect on school discipline or the general safety and welfare of students or if the violation is a continuation of or has a connection with misconduct that occurred on school grounds or at a school event.

The general practice of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in a discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district.

BEHAVIOR GUIDELINES, EXPECTATIONS AND CONSEQUENCES

Every student and employee of South St. Paul Public Schools is entitled to learn and work in a safe school environment. Parents/guardians, teachers, staff and administrators are expected to mutually support each other in efforts to help students exhibit responsible behavior within the school community as part of learning basic life skills. Students are taught ways to handle differences in a non-violent manner and are expected to use those methods to handle disputes or conflicts. Our desire is that every child that comes to our school has the right to feel safe and free to be who they are without feeling any more or less significant than any other student in school. The goal of discipline is to help a child become a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct.



To ensure this safe environment, the district and each school have established clear student discipline policies, consequences appropriate to behaviors, and a practice to implement these guidelines fairly. Students are expected to behave in accordance with federal, state and local laws, district policies and guidelines, and in a way that respects the rights and safety of others. Known violations of federal, state and local laws will be reported to local law authorities.

The following are district-wide discipline guidelines. These guidelines and the potential consequences apply any time a student is present on district property, participating in a school-sponsored activity, or traveling in a district vehicle. These guidelines and the potential consequences also apply to student behavior that has a connection to school property or the student's status as a district student. Student conduct that occurs off-campus, but has a connection to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications. Listed are the violations and the recommended consequences; although all determinations will be made on a case-by-case basis. Minnesota State High School League consequences may also apply in accordance with its rules and district policy.

A student who accumulates excess violations of these disciplinary guidelines or for serious behavior may be disciplined in light of the student's overall record. The student and parent/guardian will have a conference with the principal and/or other(s) to make them aware that the student is accumulating excessive infractions. Any student who has been suspended for violations of the guidelines may be recommended for expulsion upon their return if they commit additional offenses of the same nature.

The general practice of the district regarding disciplinary action is to use a progressive and restorative form of discipline to the extent that is reasonable and possible based on the determined facts and situation of the student misconduct. The specific form of discipline utilized is at the discretion of the building principal. At a minimum, violation of district rules, regulations, policies or procedures will result in a discussion of the infraction, verbal warning by school administration, and some restorative action by the student. Note that infractions and consequences may also be modified or disregarded if circumstances require mitigation or exception (e.g., student whose misbehavior is related to their disability). These discipline guidelines are based on school policies, located on the district's website at: www.sspps.org/about-us/school-board/policies.

BEHAVIOR DEFINITIONS AND CONSEQUENCES

*It is the general policy of the school district to utilize progressive discipline to the extent reasonable. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. The school district shall, however, impose more severe disciplinary sanctions for a violation, including suspension or expulsion, if warranted by the student's misconduct. **The following consequences provide a guideline for violations of school rules and policies. Additionally, each situation is reviewed on a case-by-case basis, taking into account the student's age or developmental ability, and where appropriate, restitution or restorative practices are employed to help students learn and grow from their mistakes.***

Abusive Language, Verbal Abuse

Abusive language consists of verbal abuse directed at a specific person, such as a teacher, staff member or classmate. Verbal abuse is the improper or excessive use of language to humiliate someone, to undermine someone's dignity, or to undermine someone's authority. Profanity and insults specifically directed at an individual are considered a form of verbal abuse.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; possible removal from class; conference with parent; up to 3 days suspension			
Grades 6-12	Meet with team (admin, counselor, parent); notify teachers; possible removal from class; detention; up to 3 days suspension; notification of police.	Meet with team (admin, counselor, parent); notify teachers; up to 5 days suspension, notification of police.	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension; notification of police; possible recommendation of expulsion	TBD

*Restitution or restorative practices applied when appropriate.



Academic Dishonesty

Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records. Cheating occurs when a student represents another individual's work as their own, obtains data or answers through acts of deception or dishonesty, or uses tools or resources that are not authorized by a teacher when completing an assignment. Plagiarism involves copying the work of others or copying portions of books, magazines, research materials, or Internet sources without using proper citations or attributions. Cheating and plagiarism also could involve distributing academic materials or other information to other students, either hand-to-hand or through the use of technology, to facilitate cheating or plagiarism.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Documentation by teacher; redo assignment/test under the supervision of a staff member; possibly receive zero on assignment; phone call home by teacher	Documentation by teacher; redo assignment/test; administration intervention; parent, student, teacher meeting; removal from class; detention	Documentation by teacher; redo assignment/test; administration intervention; parent, student, teacher meeting; removal from class; detention; up to 3 days suspension	Documentation by teacher; redo assignment/test; administration intervention; parent, student, teacher meeting; removal from class; detention; up to 5 days suspension

*Restitution or restorative practices applied when appropriate.

Arson

Arson is the unauthorized, intentional burning of one's own property or someone else's property.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension, notify police; possible recommendation of expulsion	TBD		

*Restitution or restorative practices applied when appropriate.

Attendance, Tardiness, Truancy

In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the intrinsic value of attendance each school day by each student. It enables every student to profit to the maximum degree from the enhanced learning environment that full attendance promotes.

Compulsory attendance policies for students under the age of 17 years will be applied in cases of chronic absence or tardiness. Parental notification will occur when a student is determined to be truant by the school. A student under the age of 17 years with seven or more unexcused absences may be referred to appropriate services.

Attendance disciplinary action is outlined in the district's attendance policy (Policy 503).

Furthermore, all students are expected to be on time for class. A student is tardy when they are not present in class and prepared to receive instruction at the scheduled start time of the class. Elementary students may be considered tardy if they are not on time for school at the beginning of the school day.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Conversation with teacher; Office communication with Parent (verbal/letter), Attendance improvement plan			
Grades 6-8	Parent call with Administrator	Possible attendance contract; team meeting	TBD	
Grades 9-12	Meet with office	Team meeting	Possible removal from class; Detention (Lunch)	TBD

*Restitution or restorative practices applied when appropriate.



Bullying

Per Policy 514 and Minn. Stat. §121A.031, bullying means intimidating, threatening, abusive or harming conduct that is objectively offensive and

1. There is an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. Materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

“Intimidating, threatening, abusive, or harming conduct” includes, but is not limited to, conduct that:

1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, gender, age, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity or expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (“MHRA”). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

The term, “bullying,” specifically includes **Cyberbullying** - Cyberbullying means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network, Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

To report an incident of bullying, students and/or families should contact their building administrator.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Documentation of incident; office referral; investigation; conference with parent; up to 5-day suspension			
Grades 6-12	Documentation of incident; investigation; student behavior contract; meet with team (counselor/admin, parent); notify teachers; up to 3 days suspension; notification of police	Documentation of incident; investigation; revise behavior contract; meet with team (counselor/admin, parent); up to 5 days suspension; notification of police	Documentation of incident; investigation; revise behavior contract; meet with team (counselor/admin, parent); up to 10 days suspension; possible recommendation of expulsion	TBD

*Restitution or restorative practices applied when appropriate.

Discrimination

School Board Policy 102 states that the purpose of the policy is to ensure that an equal educational opportunity is provided for all students. To that end, SSPPS prohibits students from engaging in acts of discrimination on the basis of race, color, creed, religion, national origin, sex, gender, marital status, parental status, status with regard to public assistance, disability, sexual orientation including gender identity and expression, or age.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Document incident; meet with team (counselor, admin, parent); up to 3 days suspension; notify police	Document incident; meet with team (counselor, admin, parent); up to 5 days suspension; notify police	Document incident; meet with team (counselor, admin, parent); up to 10 days suspension; notify police	TBD

*Restitution or restorative practices applied when appropriate.



Dishonesty

Students are expected to tell the truth. A student is dishonest when they do not tell the truth or provides information that is misleading.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Conversation; classroom consequence; possible office referral; removal from class; conference with parent			
Grades 6-12	Conversation; team meeting (teacher, parent); possible behavior plan; removal from class; detention; up to 3 days suspension	Team meeting (teacher, parent); revise behavior plan; removal from class; detention; up to 5 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.

Failure to Follow Instructions

Students are expected to follow the instruction of all SSPPS personnel, regardless of whether employed by SSPPS directly or through a contractor, and volunteers.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Conversation; classroom consequence; possible office referral; removal from class; conference with parent; up to 3 days suspension			
Grades 6-12	Conversation; team meeting (teacher, parent); possible behavior plan; removal from class; detention; up to 3 days suspension	Team meeting (teacher, parent); revise behavior plan; removal from class; detention; up to 5 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.

Fighting, Assault, Physical Aggression

It is the policy of the school district to maintain a learning environment that is safe and free from fear and violence. Fighting is defined as intentionally hitting, kicking, punching, pushing, shoving, or tripping another individual who is a mutual combatant (both parties participate) in a physical altercation involving two or more people. Fighting is distinguishable from physical aggression because physical aggression does not involve a mutual combatant. School district administrators possess the discretion to determine what conduct constitutes a "fight" or an "assault." Physical aggression is defined as hitting, kicking, pushing, shoving, tripping, and other similar acts of physical conduct carried out with an intent to cause harm to another individual. Physical aggression does not include conduct that falls within the definition of horseplay, play fighting, or fighting.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; removal from class; up to 5 days suspension; notification of police if medical attention needed			
Grades 6-8 <i>(student to student)</i>	Meet with team (admin, counselor, parent); notify teachers; up to 3 days suspension; possible police notification	Meet with team (admin, counselor, parent); notify teachers; up to 5 days suspension; possible police notification	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension; possible police notification, possible recommendation of expulsion.	TBD
Grades 9-12 <i>(student to student)</i>	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension; notify police; possible recommendation of expulsion	TBD		
Grades 6-12 <i>(student to staff)</i>	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension; notify police; possible recommendation of expulsion	TBD		

*Restitution or restorative practices applied when appropriate.



Grooming, Dress

Students are expected to dress appropriately for school activities and in keeping with the needs of the learning environment as defined in School Board Policy 504. This is a joint responsibility of the student and the student's parent(s) or guardian(s). The following are considered inappropriate:

- Apparel that can be hazardous to them or present a health problem
- Apparel or footwear that can damage school property
- Apparel that includes words or visuals that are lewd, obscene, disruptive, or discriminatory or advertise drugs, alcohol or tobacco; or any products or activities that are illegal for use by minors.
- Apparel that includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Policy 413 are prohibited.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Student will be required to change or cover inappropriate material; parent contact	Student will be required to change; meet with team (counselor, admin); notify teachers; removal from class; detention; up to 1 day suspension;	Meet with team (counselor, admin, teachers); up to 3 days suspension	Meet with team (counselor, admin, teachers); up to 5 days suspension

*Restitution or restorative practices applied when appropriate.

Harassment

School Board Policy 413 prohibits acts of harassment and violence on the basis of race, color, creed, religion, national origin, sex, sexual orientation including gender identity and expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Policy 413 generally defines harassment as behavior that consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, sexual orientation including gender identity and expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

Policy 413 prohibits violence in the form of a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation including gender identity and expression, or disability.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Documentation of incident; office referral; investigation; conference with parent; up to 5-day suspension			
Grades 6-12 (student to student)	Documentation of incident; investigation; behavior contract; meet with team (counselor/admin, parent); notify teachers; notify police; up to 3 days suspension	Documentation of incident; revise behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 5 days suspension	Documentation of incident; revise behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 10 days suspension; possible recommendation of expulsion	TBD
Grades 6-12 (student to staff)	Documentation of incident; behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 5 days suspension	Documentation of incident; revise behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 10 days suspension; possible recommendation of expulsion	TBD	

*Restitution or restorative practices applied when appropriate.



Hazardous and Nuisance Objects

Hazardous and nuisance objects as judged by teachers or administration are prohibited from school property and school-sponsored events. The following are examples of prohibited items: toys, skateboards, rollerblades/roller-wheel objects, laser pointers, lighters, perfumes, and body sprays. The administration reserves the right to examine district property and the person. The school district assumes no responsibility for finding or protecting items mentioned above.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Verbal warning; confiscation; parent notification; confiscation; meet with team (counselor, admin, teacher)			
Grades 6-12	Verbal warning, discussion; confiscation; parent notification	Confiscation; parent notification; meet with team (counselor, admin, teachers); removal from class; detention	Confiscation; parent notification; meet with team (counselor, admin, teachers); removal from class; detention	Confiscation; parent notification; meet with team (counselor, admin, teachers); removal from class; detention; morning check-in

*Restitution or restorative practices applied when appropriate.

Hazing

School Board Policy 526 specifically addresses hazing. Hazing is defined as committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body;
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school; and
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of SSPPS policies or regulations.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Verbal warning; confiscation; parent notification; confiscation; meet with team (counselor, admin, teacher)			
Grades 6-12	Verbal warning, discussion; confiscation; parent notification	Confiscation; parent notification; meet with team (counselor, admin, teachers); removal from class; detention	Confiscation; parent notification; meet with team (counselor, admin, teachers); removal from class; detention	Confiscation; parent notification; meet with team (counselor, admin, teachers); removal from class; detention; morning check-in

*Restitution or restorative practices applied when appropriate.

Horseplay and Play Fighting

Horseplay and play fighting involves no intent to harm. Behaviors include, but are not limited to, the following: (1) pretending to hit, punch, kick, or otherwise make physical contact with another individual; (2) pranks; (3) rough or boisterous play involving physical contact; and (4) running in the building.



Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; removal from class; conference with parent; up to 3 days suspension			
Grades 6-12	Conversation; meet with team (teacher, parent); possible behavior plan; removal from class; detention; up to 3 days suspension	Conversation; meet with team (teacher, counselor/admin, parent); behavior plan revision; removal from class; detention; up to 5 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.

Illegal Conduct

Any violation of local, state, or federal law.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Conversation; parent conference; up to 3 day suspension; meet with team (admin, counselor, parent, police liaison)	Parent conference; up to 5 day suspension; meet with team (admin, counselor, parent, police liaison)	Up to 5 days suspension; possible recommendation for expulsion	TBD

*Restitution or restorative practices applied when appropriate.

Inappropriate Language

Students are expected to use language that is appropriate in an educational setting. The use of inappropriate language includes language when not directed at a specific person and involves profanity, general sexual connotations or innuendo, put-downs to a particular group of people, or is otherwise not appropriate for a school setting. Isolated references to alcohol, drug and tobacco use, or other illegal behavior, will be inappropriate language, unless the references are made for an educational purpose in connection with an assignment from a classroom teacher.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; conference with parent; up to 3 days suspension			
Grades 6-12	Parent notification; detention, up to 3 days suspension	Parent notification; meet with team (teacher, counselor/admin, parent); removal from class; detention, up to 5 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.

Inappropriate Physical Contact with Another Person

Students are expected to keep their hands to themselves. Intentionally touching or making physical contact with another individual, without that individual's permission, is not allowed.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; conference with parent; up to 3 days suspension; possible notification of police			
Grades 6-12	Meet with team (counselor, admin, parent); notify teachers; up to 3 day suspension, notify police	Meet with team (counselor, admin, parent); notify teachers; up to 5 day suspension, notify police	Meet with team (counselor, admin, teachers; parent); up to 10 day suspension, notify police; possible recommendation of expulsion	TBD

*Restitution or restorative practices applied when appropriate.



Leaving Class without Permission

Students are expected to be in class until they are excused, and may not leave class before the end of a class period without permission.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; conference with parent; up to 3 days suspension			
Grades 6-12	Parent notification; detention	Parent notification; detention	Parent notification; detention; meet with team (teacher, counselor/admin, parent)	TBD

*Restitution or restorative practices applied when appropriate.

Microaggressions

The verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership, often about race.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; office referral; aren't notification/conference, removal from class; up to 3 days suspension, or refer to consequences for Bullying or Harassment if applicable.			
Grades 6-12	Classroom consequence; Parent notification;* office referral; removal from class; behavior plan	Parent notification;* Revise behavior plan; Refer to Consequences for Abusive Language/Verbal Abuse, or Bullying, or Harassment if applicable	Refer to Consequences for Bullying or Harassment if applicable.	TBD

Restitution or restorative practices applied when appropriate to stop, diminish, deflect, or put an end to the harmful act; (1) educate the perpetrator; (2) validate and support the targets; (3) act as an ally; (4) seek social support; (5) enlist outside authority or institutional intervention; or (6) achieve any combination of these objectives.

Misuse of Property

Students are expected to be respectful of all property. Misuse of property occurs when a student uses property without permission or uses property in a way that is inconsistent with the intended use of the property.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; confiscation of item; conference with parent; removal from class; up to 5 days suspension; possible notification of police			
Grades 6-12	Confiscation of item; parent notification; removal from class; detention; up to 3 days suspension	Confiscation of item; parent notification; removal from class; detention; up to 5 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.

Misuse of Technology Acceptable Use Policy

The use of the school district computer system and access to the internet is a privilege, not a right. Students are expected to utilize technology in a manner that is consistent with the educational mission of SSPPS. District Policy 536 outlines SSPPS's expectations for student use of technology, to include the use of all electronic devices (e.g. cell phones, smartphones, smartwatches, etc.). All students are expected to act in accordance with this policy. Misuse of technology includes conduct resulting in harm or potential harm to the student, another individual, or another individual's property. Students should be aware that misconduct involving the misuse of technology may also meet the definitions of other offenses outlined in this handbook (e.g., cheating or plagiarism, cyberbullying, harassment or discrimination).



Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; confiscation; office referral; parent notification; loss of other technology privileges			
Grades 6-12	Confiscation; parent notification	Confiscation; parent notification; removal from class; detention; meet with team (counselor, admin, teachers)	Confiscation; parent notification; removal from class; detention; meet with team (counselor, admin, teachers); loss of other technology privileges	Confiscation; parent notification; removal from class; detention; meet with team (counselor, admin, teachers); morning check-in

*Restitution or restorative practices applied when appropriate.

Ordering Food

Ordering of food from an outside vendor/restaurant for delivery during the school day.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Confiscation; parent notification	Confiscation; parent notification, removal from class; detention	Confiscation; parent notification, removal from class; detention	TBD

*Restitution or restorative practices applied when appropriate.

Photographic or Recording Device Misuse

Any photographic, video image or audio recording taken of a teacher or student during the instructional day without the consent of the individual(s). Any photographic or movie image taken of a teacher or other students during the instructional day cannot be published or posted on a public forum (e.g., YouTube, Facebook, Twitter, Instagram, Snapchat, etc.) without the written consent of each individual. District Policy 514 states posting or sending images without permission is a violation and could be considered cyberbullying.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Confiscation of device; parent notification	Confiscation of device; parent conference; hold device for one day	Confiscation of device; parent conference; parent must pick-up device.	TBD

*Restitution or restorative practices applied when appropriate.

Possession of Alcohol, Chemicals, Prescription, Over the Counter (OTC) products

The possession, use, purchase, intent to purchase, or the sale, distribution, and/or transmission (including giving away) or intent to sell, distribute or give away controlled substances, including but not limited to, any narcotic drug, inhalant, hallucinogenic drug, toxic or mood-altering substances, intoxicating beverage, tobacco (including e-cigarettes, pipes, etc.), any paraphernalia associated with controlled substances, and the unauthorized use of prescription drugs is strictly prohibited on school property, on the school bus, or at any school-sponsored extracurricular activity or event.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; confiscation; office referral; parent notification; loss of other technology privileges			
Grades 6-12				
POSSESSION/USE of Tobacco (including e-cigarettes, e-cigars, e-pipes, paraphernalia)	Confiscation; up to 3 days suspension; notify police	Confiscation; up to 3 days suspension; notify police	Confiscation; up to 5 days suspension; notify police	TBD

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Grades 6-12	1st Offense	2nd Offense	3rd Offense	4th Offense
POSSESSION/USE of Alcohol, Chemical, Prescription, OTC	Confiscation; up to 10 days suspension; notify police; possible MSHSL consequences	Confiscation; up to 10 days suspension; notify police; possible recommendation for expulsion	TBD	
SALE/DISTRIBUTION of Alcohol, Chemical, Prescription, OTC	Confiscation; 10 day suspension; notify police; recommendation for expulsion	TBD		

**Restitution or restorative practices applied when appropriate.*

Possession of Weapons, Explosives, Incendiary Devices, or Combustible Substances

School Board Policy 501 prohibits students from possessing, using, or distributing weapons. In order to assure a safe school environment for students, staff and the public, no student or non-student, including adults and visitors, shall possess, use or distribute a weapon in a school location. A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm whether loaded or unloaded; air guns; pellet guns; BB guns; rifles, pistols, all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; any combustible or flammable liquid; explosives; fireworks; tear gas, mace and other propellants; stun guns; ammunition; poisons; chains; arrows; objects that may have been modified to serve as a weapon and look-alike weapons.

No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession of a weapon.

“School Location” includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions.

“Possession” means having a weapon on one person or in an area subject to one’s control in a school location. A student who finds a weapon on the way to school or in the school building, or a student who discovers that they accidentally have a weapon in their possession, and takes the weapon immediately to the Principal’s Office shall not be considered to possess a weapon.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Confiscation of item; office referral; conference with parent; up to 5 days suspension; notification of police			
Grades 6-12	Confiscation of item; parent notification; out of school suspension; notify police; recommendation for expulsion	TBD		

**Restitution or restorative practices applied when appropriate.*

Property Damage, Vandalism

Property damage is a violation when it involves the intentional damage, destruction, vandalism, or breaking of another individual’s property or SSPPS property. For example, property damage includes intentional acts such as damaging or destroying textbooks and other school equipment, using technology to download or deploy unauthorized or malicious software, spray painting surfaces, acts of vandalism, and damaging or destroying the property of another student.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Confiscation of item; office referral; conference with parent; up to 5 days suspension; possible notification of police			
Grades 6-12	Restitution; up to 10 days suspension; notify police	Restitution; up to 10 days suspension; notify police; recommendation for expulsion		

**Restitution or restorative practices applied when appropriate.*



Sexual Assault

Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the individual who is the recipient of the contact or behavior.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; up to 5 days suspension; notify police			
Grades 6-12	Meet with team (admin, counselor, parent); notify teachers; up to 3 day suspension; notify police	Meet with team (admin, counselor, parent); notify teachers; up to 5 day suspension; notify police	Meet with team (admin, counselor, paren, teachers); up to 10 day suspension; notify police; possible recommendation of expulsion	TBD

*Restitution or restorative practices applied when appropriate.

Sexual Misconduct

Sexual misconduct includes verbal attempts to initiate sexual contact with another person and any form of touching of a sexual nature, with or without consent of the other party. Sexual misconduct also includes exchanging pornographic, obscene, or otherwise sexually suggestive photographs or messages with another person, including behavior commonly referred to as “sexting.” Pornographic material or pornography is defined as material (such as writings, photographs, or videos) depicting sexual activity or erotic behavior in a way that is designed to arouse sexual excitement.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; removal from class; up to 5 days suspension; notify police			
Grades 6-12	Meet with team (admin, counselor, parent); notify teachers; removal from class; detention; up to 3 day suspension; notify police	Meet with team (admin, counselor, parent); notify teachers; removal from class; detention; up to 5 day suspension; notify police	Meet with team (admin, counselor, parent, teacher); removal from class; detention; up to 10 day suspension; notify police; possible recommendation for expulsion	TBD

*Restitution or restorative practices applied when appropriate.

Substantial Interruption to the Learning Environment

A substantial interruption to the learning environment occurs when a student engages in behavior that interferes with the learning environment in a school building to the degree that SSPPS personnel are unable to deliver instruction to other students. Students do not have the right to interfere with other students’ right to receive an education. If a teacher or other personnel makes an office referral for a substantial interruption to the learning environment, they must describe to building administration the specific interventions that were attempted before the student’s behavior was determined to cause a substantial interruption. If the teacher or personnel did not attempt an intervention, they must describe to building administration why it was determined an intervention would not be successful.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence, office referral; conference with parent; up to 3 days suspension			
Grades 6-12	Conversation; meeting with team (parent, teacher); possible behavior plan; removal from class; detention; up to 3 days suspension	Conversation; meeting with team (admin/ counselor, parent, teacher); revise behavior plan; removal from class; detention; up to 5 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.

Theft

Theft is the taking of another person’s property with the intent to deprive the owner of the property. For purposes of this student handbook, theft includes extortion. Extortion is the act of obtaining something through threats of force or coercion.



Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; up to 5 days suspension; possible notification of police			
Grades 6-12	Restitution; up to 3 days suspension; notify police	Restitution; up to 5 days suspension; notify police	Restitution; up to 10 days suspension; notify police; possible recommendation for expulsion	TBD

*Restitution or restorative practices applied when appropriate.

Threat of Violence

Threats of violence are either direct or indirect threats to commit an act of violence for the purpose of causing serious inconvenience or disruption in the school environment or to cause the evacuation of a school building, event, or vehicle. A bomb threat or school shooting is an example of a threat of violence.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Parent notification; detention, up to 3 days suspension; possible recommendation for expulsion	Meet with team (counselor, admin, parent); detention, up to 5 days suspension; possible recommendation for expulsion	TBD	

*Restitution or restorative practices applied when appropriate.

Trespassing

Students must stay in designated areas of the school to which they have been assigned. Students must have permission from a building administrator or must be escorted by a parent, guardian, caregiver, or emergency contact person if they enter a building other than their school. Trespassing includes breaking and entering into locked or private areas, such as other students' lockers, administrative office areas, and supply cabinets.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; up to 5 days suspension; possible notification to police			
Grades 6-12	Conversation; parent notification; removal from class; detention; 1 day suspension	Parent notification; up to 3 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.

Violation of Closed Campus

Leaving during school hours without prior approval.

Grade	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Conversation; parent notification; removal from class; detention; possible loss of parking privileges (if applicable)	Parent notification; removal from class; detention; possible loss of parking privileges (if applicable)	Parent notification; up to 3 days suspension	TBD

*Restitution or restorative practices applied when appropriate.

Unique Situations

Misconduct that occurs which is not covered by the infractions and guidelines above will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful may be subject to disciplinary action regardless of whether the specific behavior is defined above. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the needs of the school and/or district.



DISCIPLINE GUIDELINES STUDENTS WITH SPECIAL NEEDS (504, IEP, AND STUDENTS UNDER EVALUATION)

In accordance with state and federal law, the following provides guidelines for discipline consequences for students identified as special education.

	IEP Team Required	1 Manifestation Determination	2 Functional Behavioral Assessment Plan Required	Alternative Education Services Required
Student suspended for one school day or less	NO*	NO*	NO*	NO*
Student suspended for less than five consecutive school days or less	NO*	NO*	NO*	NO*
Student suspended for five OR MORE consecutive school days	YES	YES*	NO*	YES
Student suspended for 10 cumulative days in a school year or more	YES*	YES*	NO*	NO*
Student suspended for 11 cumulative days in a school year or more	YES	YES	YES	YES
Student placed on in-school suspension	NO**	NO**	NO**	NO**
Student suspended from the bus	DEPENDS**	DEPENDS**	DEPENDS**	DEPENDS**

* Unless the student has been suspended 11 or more cumulative days in a school year. (Minn. Stat. §121A.43(a))

** In-school suspension is not considered a day of suspension for a student with a disability as long as the student continues to receive regular and special education services during the in-school suspension.

*** If bus transportation is part of the student's IEP, a bus suspension would be treated as a removal unless the school provides transportation in some other way, because that transportation is necessary for the student to obtain access To the location where all other services will be delivered. If bus transportation is not a part of the student's IEP, a bus suspension typically would not be a removal.

¹ "Manifestation Determination" is a process to determine if a student's behavior problem was or was not a manifestation of the student's disability.

² A "Functional Behavioral Assessment" is a process for gathering information to understand the structure and function of a student's behavior(s) in order to develop an effective and efficient behavioral support plan that teaches and encourages alternative behaviors.

STUDENT BUS RIDER RESPONSIBILITIES

South St. Paul Public Schools is committed to providing a safe and enjoyable riding experience for its bus riders. Parents or guardians are responsible for the safety of their student(s) until they are on the school bus. The district's student bus rider responsibilities section has been established by the district. Please review this information and discuss it with your child(ren). This information is being provided so that your child(ren) will clearly understand bus behavior expectations.

Riding the school bus or school van is a privilege, not a right that can be revoked if a student chooses not to comply with the rules for bus riders. The school district's general student behavior rules are in effect for all students on school buses. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation department. Serious misconduct may be reported to local law enforcement.



STUDENT BUS RIDER RESPONSIBILITIES

The district's goal is to provide safe and enjoyable transportation for our students. This occurs when we work in cooperation with students, parents, teachers and drivers. Students are expected to ride their assigned bus everyday, and be picked up and dropped off at their assigned bus stop, unless alternative plans are approved by administration. All students who ride the bus are expected to follow and observe the school district's safety rules, as well as those of the bus driver. Students who do not follow rules will be subject to suspension of bus-riding privileges as designated in the policy below. For the safety of all riders, please review the following rider responsibilities with your child(ren) before the school year begins.

Going to the Bus Stop

- Use sidewalks where provided.
- If there are no sidewalks, walk single file on the left shoulder of the street facing traffic.
- Cross streets only at corners.
- Use a direct route, but avoid crossing yards or empty lots.
- Arrive at your bus stop no more than five minutes before the scheduled stop. The bus driver cannot wait for late students.
- Be aware of suspicious individuals on foot or in motor vehicles. Report these persons to your bus driver or school principal. Even if you have missed the bus, do not accept rides from strangers.

Waiting at the Bus Stop

- Wait away from the traffic. Stay at least five feet off the road or street.
- Respect the property of others while waiting at the bus stop. Do not pick flowers, disturb shrubs, throw stones or snowballs, litter, etc.
- Use appropriate language at all times.
- Respect other students by not pushing, shoving or fighting.
- Stay back from the street until the bus is actually stopped. A push at the middle or end of the line can send the front person into the bus or under its wheels.
- Older students should be helpful to younger ones.
- The district's student behavior policies, guidelines, and rules are enforceable while a student waits at the bus stop.

Boarding the Bus

- Wait until the bus has stopped and the door is opened before starting to board.
- Board the bus single file.
- Continue to show respect for others by not pushing or shoving.
- Use the handrail to keep from slipping, falling, or tripping.
- Greet the bus driver.
- Move directly to your seat and sit down.
- Put large items (e.g. musical instrument, packages) in seat area or under the seat, but not in the aisle.
- Wait until the bus is at least a half a block away before proceeding home.
- Do not go in back of or underneath the bus for any reason.

Riding on the Bus

- Follow directions of the driver.
- Stay in your seat.
- Keep all parts of your body in the bus.
- No pushing, shoving, cutting in, fighting at any time.
- No eating, drinking, smoking, or spitting.
- No loud talking, horseplay, throwing things, or inappropriate language.

Getting off the Bus

- Wait for the bus to be completely stopped and the door to be opened before standing up.
- Stay respectful of others – no shoving or pushing.
- Walk five big steps away from the bus, turn and look at the bus driver.



CONSEQUENCES FOR MISBEHAVIOR ON THE BUS

If a student chooses to break a rule, the following consequences are applied:

1st incident	Verbal warning
2nd incident	Bus conduct report is issued. Parents contacted via phone or email and letter sent home. Letter must be signed and returned. Possible consequences include apology, assigned seat or suspension from riding the bus.
3rd incident	A second bus conduct report is issued and a one to three day suspension from riding the bus is applied.
4th incident	A third bus conduct report is issued and five-day suspension from riding the bus is applied.
5th incident	A fourth bus conduct report is issued and permanent removal from bus privileges may be applied, which includes all school activities.

The following inappropriate behavior will result in **automatic suspension of transportation privileges**:

- A. Physical harm to another student
- B. Property damage
- C. Physical harm or threat of physical harm to driver (may result in arrest)
- D. Refusal to obey driver or verbal abuse of driver
- E. Disruption; which creates a safety hazard
- F. Possession of any dangerous weapon

STUDENT USE OF PERSONAL ELECTRONIC DEVICES (E.G. CELL PHONES)

South St. Paul Public Schools believes the use of personal electronic devices is a privilege and can be an acceptable communication and educational tool that requires responsible use by all students. Use of electronic devices including, but not limited to, cellular phones, smartphones and smartwatches, digital cameras, laptop computers, tablets and other personal electronic devices capable of transmitting data or images during instructional time **may be allowed with explicit permission from the instructor**.

STUDENT RESPONSIBILITIES FOR PERSONAL ELECTRONIC DEVICE

SSPPS is not responsible for lost or stolen property. Personal property includes personal electronic devices. All property should be clearly identified or labeled. Articles are much more likely to be returned to the proper person if they are marked clearly.

EXPECTATIONS OF USE

GRADE	EXPECTATIONS	POTENTIAL CONSEQUENCES
K-8	<p><i>Use of personal electronic devices is reserved for use during instructional time only and is forbidden in all other settings of the school grounds.</i></p> <ul style="list-style-type: none"> • Students are required to turn off all devices when entering the building. • Students may turn the devices back on again when exiting the building. • Uses of these devices in the school will result in the phones being confiscated, and the family needing to come pick them up. <p><i>Parents are asked to not disrupt the school environment by contacting their children via their cell phone and should instead contact the school's main office to leave their child a message.</i></p> <ul style="list-style-type: none"> • Students are not allowed to contact parents during the school day using their personal device. • Students must ask permission to contact parents and will use a school phone when given permission by school personnel. 	<ul style="list-style-type: none"> • Verbal warning • Confiscation and family must pick-up device • Classroom consequences • Parent notification • Removal from class • Detention • Team meeting (teacher, parent, counselor, admin) • Morning check-in • Loss of other technology privileges

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GRADE	EXPECTATIONS	POTENTIAL CONSEQUENCES
9-12	<p><i>Use of personal devices is subject to teacher discretion.</i></p> <ul style="list-style-type: none"> • Use of personal electronic devices is a right, not a privilege. • Students are discouraged from using personal electronic devices during the school day unless for instructional use. • Misuse of devices in the classroom or at other times during the school day are subject to the consequences listed. <p><i>Parents are asked to not disrupt the school environment by contacting their children via their cell phone during class.</i></p>	<ul style="list-style-type: none"> • Verbal warning • Confiscation • Classroom consequences • Parent notification • Removal from class • Detention • Team meeting (teacher, parent, counselor, admin) • Morning check-in • Loss of other technology privileges

FREQUENTLY ASKED QUESTIONS

1. What is the role of a school resource officer?

School resource officers are not SSPPS employees. SSPPS expects school resource officers to demonstrate professionalism at all times and to act as a positive role model for students. Their role in the school setting is outlined in a contract between SSPPS and the City of South St. Paul. The primary role of a school resource officer is to deter and address criminal activity on school property and at school-sponsored events and activities. School resource officers are not involved in determining student discipline and they are not involved in addressing student misconduct that does not involve suspected criminal conduct.

SSPPS staff will consult with school resource officers to the extent necessary to report any potential criminal activity at school or a school-sponsored event or activity. In addition, SSPPS staff will consult with school resource officers to the extent necessary to comply with mandatory reporting obligations, such as the obligation to report suspected maltreatment of minors under Minn. Stat. § 626.556. To the extent permitted by State and Federal law, SSPPS staff may also disclose information to law enforcement in emergency situations where law enforcement's knowledge of the information is necessary to protect the health and safety of a student or other individuals.

2. How does SSPPS address attendance issues?

District Policy 503 generally outlines SSPPS's expectations with respect to student attendance. Policy 503 can be found in its entirety on the school district website. As noted above, isolated instances in which a student is tardy will be handled at the classroom level. Repeated tardiness may warrant an office referral. Unexcused absences are otherwise addressed in the behavior and consequences section of this handbook in accordance with specific statutory provisions related to compulsory school attendance (Minn. Stat. §120A.22).

3. How does SSPPS treat behavior in school parking lots?

School parking lots are considered school grounds for purposes of implementing SSPPS discipline policies and procedures. The same behavioral expectations that apply in school buildings apply in school parking lots. Parking on school grounds is a privilege, not a right. Students only may park in areas that are designated for student parking. In addition to the behavioral consequences outlined in this Handbook, a student who engages in misconduct in a SSPPS parking lot may have their parking privileges suspended or revoked. If a student parks in an unauthorized area or if an unauthorized vehicle is parked in a SSPPS parking lot, SSPPS may move the vehicle, require the owner to move the vehicle, or have the vehicle removed from SSPPS property and towed to a location off SSPPS grounds at the owner's expense. Student vehicles parked on SSPPS property may be subject to a search if SSPPS personnel have a reasonable suspicion that the search will uncover evidence of illegal conduct or a violation of SSPPS rules and policies. Policy 527 specifically addresses student use and parking of motor vehicles. Policy 503 can be found in its entirety on the school district website.



4. Is there an appeals process for student discipline?

Minnesota's Pupil Fair Dismissal Act provides for an appeals process in situations involving a student expulsion or exclusion. See [Minn. Stat. §121A.47](#). There is not a formal appeals process for other forms of discipline. As noted above, families who believe a disciplinary matter was not handled properly at the building level should first contact the building principal. If concerns remain, families may contact Superintendent Zambreno. Dr. Zambreno serves as a resource to help resolve complaints related to specific disciplinary incidents.

5. What is the district's policy on locker searches?

District Policy 502 addresses locker searches as well as personal possessions. Students have no expectation of privacy in their school lockers and school officials may search student lockers at any time, for any reason, without the permission of the student and without providing any advance notice to the student. However, personal possessions within a locker (i.e. purses, backpacks, jacket pockets) may only be searched by school officials when there is a reasonable suspicion that the search will uncover evidence of a violation of school rules or the law. For example, a school official may open a locker at any time to see what is in the locker, but may only then search a backpack in the locker if they have reason to believe it contains contraband, such as in the case where a drug dog indicates the presence of drugs in a locker.

6. What is the district's policy around searches of student cell phones and personal computers?

Searches of student cell phones and computers are similar to the search of locked or closed items in a student locker. If the school official has reasonable suspicion that a search will uncover a violation of the law or school rules, the school official may search a student's personal possessions, such as cell phones and computers.

This search need not be done with a parent present. Normally the school official would request permission from the student and for the student to provide a password. (Note that for school-owned computers, the search would be similar to a locker. Students have no expectation of privacy on such devices, which may be searched at any time, for any reason by school officials.)

Refusal to provide a password or unlock a phone may be grounds for discipline, in the same way that a student who refuses to unlock their car in the school parking lot to allow the district to search the car may be disciplined.

In general, students within the school environment have a lesser expectation of privacy than members of the general population. School districts have broad discretion in determining the extent to which students are allowed to use personal electronic devices during the school day. Violations of district policy are subject to discipline.

7. What is the district communications policy regarding serious incidents, suspensions and expulsions? Do you inform all parents of students who were involved? Do you inform all parents of the school?

In general, the district informs the parents of students who are either victims or perpetrators of serious incidents that may lead to discipline. However, state and federal law prevent the district from discussing the details of any discipline that it imposes against students with any other students or parents.

[The Minnesota Government Data Practices Act \(MGDPA\)](#) and [the Family Educational Rights and Privacy Act \(FERPA\)](#) bind the district's hands, and only allow the district to discuss a student's discipline with that student and the student's parents/guardians. Even in a situation where a student is a victim of a serious infraction, that student (victim) and their parents/guardians will not find out what discipline, if any, was given to the perpetrator. While this can be very frustrating for both school officials and parents, the district must follow the law.

Similarly, because the students who attend a school may already know the identity of a student involved in a major incident, the District is often prevented from sharing background details or information since sharing such information may tend to identify or confirm the identity of the student or students who were involved.

In certain circumstances, the District may provide general background information to parents of all students in an attempt to be proactive and allow parents to talk to their children about issues that may be occurring at school (e.g. an email regarding Appropriate Use of Technology). While the district is not required to provide such general notice to all parents, we seek to keep parents involved in order to discuss these issues at home and encourage partnership with the district in providing a safe and healthy learning environment.



8. DOES SSPPS HAVE RECOMMENDED RESOURCES TO ASSIST FAMILIES IN DEALING WITH STUDENT BEHAVIOR CONCERNS AND HELPING STUDENTS DEVELOP SELF-MANAGEMENT SKILLS?

Yes. Information about these resources may be obtained from your building leadership team or by visiting our website at: <https://www.sspps.org/departments/student-services>

SUMMARY OF ADDITIONAL DISTRICT POLICIES

Besides the policies that are included and/or referred to in this Handbook, students are expected to be aware of and to abide by all of the district's policies. The following is a summary of SSPPS's policies that define student rights and responsibilities. Complete texts of these and all district policies are available on the district's website at <https://www.sspps.org/about-us/school-board/policies> or upon request from a school office.

Assessment of Standard Achievement ([Policy 618](#))

The district provides a structure and framework for assessing student learning in the district. The grading and assessment should assist in the student's learning experiences. Each school program level will establish standardized assessments and track mastery of academic standards. The criteria will reflect the age of the student and the level of content learning.

Attendance ([Policy 503](#))

Students are required to attend all assigned classes every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence. Each school has established attendance procedures that support regular school attendance. These procedures will be shared by each school and require the support of students and families.

Corporal Punishment ([Policy 507](#))

Corporal punishment is prohibited. No employee or agent of the district will engage in or cause the infliction of corporal punishment on any student.

Distribution of Non School-Sponsored Materials on School Premises ([Policy 505](#))

The district seeks to protect students' and employees' rights to free speech, while at the same time preserving the integrity of the educational objectives and responsibilities of the district. This protection includes the right to distribute nonschool-sponsored material at a reasonable time and place and in a reasonable manner. Distribution guidelines have been established by district policy and will be supervised by school administration.

Do Not Attempt Resuscitation ([Policy 518](#))

When any student experiences sudden illness or injury, the role of an employee is to render emergency health care to preserve life and prevent disability. In life-threatening emergencies, the emergency medical system (911) will be activated. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.

Dress and Appearance ([Policy 504](#))

Students are encouraged to dress appropriately for school activities and in keeping with the standards of a learning environment. The responsibility for student dress lies with both the student and the student's parent/guardian. Additional expectations are outlined in this handbook.

Education of Homeless Children

Students experiencing homelessness as defined under federal McKinney-Vento law shall have access to the education and other services they need to provide educational stability, and school access to meet state and district standards, including transportation to and from their school of origin.



Electronic Technologies Acceptable Use ([Policy 536](#))

Students may access online resources from their classrooms via the internet. Procedures and guidelines have been established for access to the district's networks and acceptable and safe use of the internet. The administration will supervise the guidelines. Specific expectations, including the Online Code of Ethics, are outlined by the district policy.

Parents or guardians must give approval for their child(ren) to access internet resources and students must agree to follow the acceptable use procedures. Forms are available in the district portal and Family Handbook.

Emergency Health Situations and District Insurance Limitations

The district does not purchase medical, health or accident insurance for your child. If your child has an accident, is ill, or is injured while at school or participating in district-sponsored activities; families will need to access their own insurance plans to cover any associated costs (e.g., medical care, emergency transportation). The district cannot pay these associated costs.

Employee Background Checks ([Policy 404](#))

The district places a high priority on ensuring a safe and healthy learning environment for students. This priority includes requiring all applicants who have been offered district positions to complete a criminal background check as part of the process for determining employment. This process meets legal requirements.

Equal Educational Opportunity ([Policy 102](#))

The district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. No student will be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination under any educational program or activity operated by the district on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, pregnancy, status with regard to public assistance, disability, sexual orientation or age.

Extended School Year ([Policy 508](#))

Extended School Year (ESY) services are provided to a student who has an Individualized Education Plan (IEP) if the IEP team determines the ESY services are necessary during a break in instruction to provide a free appropriate public education.

Field Trips and Travel ([Policy 610](#))

The district supports and approves student field trips and travel beyond the classroom and areas of competition that are properly planned, well organized, and carefully supervised. Students participating in approved field trips and travel will be permitted to prepare assignments in advance or make up work missed in classes from which they are absent. All trips and travel require parent/guardian authorization.

Immunization Requirements ([Policy 530](#))

Students are required to provide proof of immunization or appropriate documentation exempting the student from immunizations and other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

Interviews of Students by Outside Agencies ([Policy 519](#))

Students are required to provide proof of immunization or appropriate documentation exempting the student from immunizations and other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

Medication ([Policy 516](#))

The district acknowledges that students may require prescription and nonprescription medication during the school day. In such cases, medication may be administered only by the licensed school nurse or other trained school employees. The district strongly discourages students from possessing and self-administering nonprescription medication without written authorization from the student's parent/guardian on file in the health office.

Pledge of Allegiance ([Policy 531](#))

Students shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. Pursuant to Minn. Stat. §121A.11, subdivision 3(c), anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school employees must respect another person's right to make that choice.



Promotion, Acceleration, Retention and Program Design ([Policy 513](#))

The district does not purchase medical, health or accident insurance for your child. If your child has an accident, is ill, or is injured while at school or participating in district-sponsored activities; families will need to access their own insurance plans to cover any associated costs (e.g., medical care, emergency transportation). The district cannot pay these associated costs.

Protection and Privacy of Student Records ([Policy 515](#))

The district recognizes its responsibilities in regard to the collection, maintenance and dissemination of student educational records and data. District policy defines the procedures and practices for protecting the privacy of student information in accordance with state and federal laws.

Examples of student directory information are below and may be made available to the public. A parent/guardian may refuse to have any or all of the directory information made public by notifying the building principal in writing in accordance with district policy.

- Student name, address, telephone number and electronic mail address
- Student photograph
- Student date and place of birth
- Student dates of attendance, major field of study, grade level, and enrollment status
- Student participation in officially recognized activities and sports, weight and height of members of athletic teams, degree, honors and awards received, and
- Student degrees, awards most recent educational agency or institution attended
- Parent/Guardian name, address, telephone number

Search of Lockers, Desks, Possessions and Persons ([Policy 502](#))

(See FAQ regarding searches, page 29)

School lockers are the property of the district. The district maintains exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school employees for any reason at any time, without notice, without student consent, and without a search warrant.

The personal possessions of students within a school locker or on a student's person may be searched only when school employees have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practical after the search of a student's personal possessions within a locker, a school employee will notify the student whose personal possessions within a locker were searched unless disclosure would impede an ongoing investigation by police or school employees. Schools may also use specially trained dogs in school parking areas, to detect and alert officials to the presence of prohibited items and illicit substances.

Selection of Instructional Text, Materials and Content ([Policy 606](#))

The district recognizes the selection of textbooks and instructional materials is vital to the support of the district's academic standards and curriculum. The school board has the authority to make final decisions on the selection of instructional texts, materials and content. The district has a process, referenced Policy 606 in, for families and community members to review or seek reconsideration of selected instructional texts and materials.

Special Accommodations and Services for Students with Special Needs ([Policy 608](#))

The district provides a full range of special services and accommodations necessary for meeting students' special needs. Families are encouraged to contact building principals for additional information related to student identification, assessment, service availability and other options.

Staff Notification of Violent Behavior of Students ([Policy 529](#))

The district does not purchase medical, health or accident insurance for your child. If your child has an accident, is ill, or is injured while at school or participating in district-sponsored activities; families will need to access their own insurance plans to cover any associated costs (e.g., medical care, emergency transportation). The district cannot pay these associated costs.



Student Fundraising ([Policy 511](#))

The district recognizes the desire by district-sponsored student groups and student organizations to raise funds to meet their needs and goals and to fund student activities. School groups or organizations raising funds must meet the established district criteria and follow district policy for fundraising. National and international fundraising groups may apply for approval of specific fundraising activities through the building principals. Violations of the student fundraising policy may result in disciplinary action up to suspension or expulsion.

Student Surveys ([Policy 520](#))

The district may conduct student surveys as determined necessary. The superintendent may refuse to permit a survey to be conducted based on the alignment of the survey to the mission of the district or the impact the administration of the survey would have on the instructional day.

Student Use and Parking of Motor Vehicles ([Policy 527](#))

Students are allowed the limited use and parking of motor vehicles in district locations in accordance with district policy. Students permitted to park at a district location do so as a privilege, not a right.

Students With Communicable Diseases and Infectious Conditions ([Policy 420](#))

Students with communicable diseases are not to be excluded from attending school in their daily attendance setting so long as their health permits and their attendance does not create a significant health risk of the transmission of illness to students or employees.

Video/Electronic Surveillance ([Policy 712](#))

Maintaining the health, welfare and safety of students, employees and visitors while on school district property and protecting district property are important functions of the district. The district recognizes the value of video/electronic surveillance systems in monitoring activity on school property in providing these functions.

Wellness ([Policy 534](#))

The district recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and learning. The school environment should promote and protect a student's health, well-being and ability to learn by encouraging healthy eating and physical activity. The district encourages the involvement of students, parents, teachers, nutrition service employees, and other interested persons in implementing, monitoring and reviewing district nutrition and physical activity policies.





South St. Paul Public Schools
104 5th Avenue South
South St. Paul, MN 55075'
www.sspps.org

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PERMIT #134
SOUTH ST. PAUL, MN

SOUTH ST. PAUL PUBLIC SCHOOLS

2023-24 STUDENT RIGHTS AND RESPONSIBILITIES



Passionate Learners



Positively Changing Our World

South St. Paul
Public Schools



SOUTH ST. PAUL PUBLIC SCHOOLS

FAMILY HANDBOOK

2023-2024

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WELCOME TO THE 2023-24 SCHOOL YEAR!



SSPPS Families and Staff,

Over the last few months we have been busy preparing for the safe return of all learners, including students, families and staff.

Our goal with the Family Handbook, is to help enhance communications between school and home, improve understanding of district policies and procedures, and ensure consistency of policy implementation district-wide. Specifically, the purpose of the Family Handbook is to provide key district information and required notifications in one place for all SSPPS families. In an effort to clarify student behavior expectations and consequences, we have created a separate handbook, the Student Rights & Responsibilities Handbook, for all families and students. The Students Rights & Responsibilities Handbook will be shared with all students at the start of the school year, and is available for families to access online at sspps.org/handbooks.

As you get ready for your students' first days, you can help prepare for a successful year by reviewing the information contained in this handbook, which includes important updates, information and forms, as well as resources and ways that you can be involved with SSPPS.

We are excited to have you as part of the #SSPpride family and we look forward to partnering with you in the 2023-24 school year!

Regards,

Brian Zambreno, Ed.D.
Superintendent, South St. Paul Public Schools



SSPPS MISSION

Ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.

SSPPS VISION

- Prepare each and every student for their next step
- Provide high quality, individualized programs, services and personalized learning for all ages and stages of a learner's life
- Build capacity in our learners to exemplify the IB Learner Profile
- Partner with our families and community to develop shared ownership of student outcomes and family learning needs
- Ensure students and families have reliable and regular access to technology for accelerated learning



COMPASSION

Be kind, fair and just toward all people because of who we are



INTEGRITY

Do the right thing even when no one is watching, and keep our promises



EQUITY

Provide equal access to opportunities in academics, student services and activities



RESILIENCE

Be able to bounce back from challenges and disappointments with confidence and hope



EXCELLENCE

Strive for the/our best in all we do with high expectations for all



RESPECT

Honor our similarities and differences in our assumptions, inquiries, words and actions

SSPPS IS COMMITTED TO...

Safety: Student and staff safety is a top priority in our planning.

High Quality Instruction: Our students will experience the support of both high quality instruction and strong social and emotional behavior support systems.

Accurate and Timely Communication: All students, employees and families will be kept up to date with important information throughout the school year.

Educational Equity: All students will be provided quality grade-level instruction and social-emotional support, with a focus on removing and ending racist practices.

Flexibility: With the uncertainty and changing landscape, the district's plans will build in flexibility, so we're prepared to adjust based on the needs of stakeholders and changes to medical circumstances and public health guidance.

Data and Decision Making: We are committed to making decisions that strengthen our schools and programs while maintaining the health and safety of our students and staff. Our decisions will continue to be informed by health data, funding, workforce and educational agency guidance and with feedback from our families, students, employees and community members.



Translated Handbooks

The 2023-24 Family Handbook is available in Spanish on the district website at sspps.org/resources/school-year/handbooks or from your school office.

El manual para la familia 2023-24 está disponible en español en la página de internet del distrito en sspps.org/resources/school-year/handbooks.

BACK TO SCHOOL IMPORTANT DATES

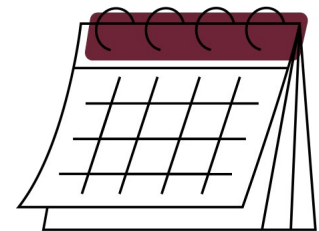
First Days of School

Grades 1-6, Grade 9 and all students new to SSP: Tuesday, September 5, 2023

Grades 7-8 and 10-12: Wednesday, September 6, 2023

Kindergarten: Thursday, September 7, 2023

Preschool: Monday, September 11, 2023



Connection Days

Secondary Packer Essentials Days

Thursday, August 17, 2023 and Monday, August 21, 2023
11:00 - 2:00 pm and 3:00 - 6:00 pm

Secondary Family Connect Day (6-12)

Wednesday, August 30, 2023 from 12:00 - 3:00 pm

CLC Family Connect Day

Thursday, August 31, 2023 from 5:00 - 7:00 pm

Elementary Family Connection Day

Lincoln Center and Kaposia
Thursday, August 31, 2023 from 10:00 am - 6:00 pm

Kids' Choice Open House

Lincoln Center and Kaposia
Thursday, August 31, 2023 from 10:00 am - 6:00 pm

Family Connections

Back to School Night for Parents/Guardians (Grades 9-12)

Monday, September 11, 2023 from 6:00-8:00 pm

Back to School Night for Parents/Guardians (6-8)

Wednesday, September 13, 2023 from 6:00-8:00 pm

Kindergarten Family Connection Day

September 5-6, 2023
Lincoln Center: 7:30 am - 3:30 pm
Kaposia: 8:00 am - 4:00 pm

Preschool Parent Meeting & Orientation

Lincoln Center and Kaposia
September 5-8, 2023

Early Childhood Family Education (ECFE)

September 21, 2023 from 5:30 - 7:00 pm

ACADEMICS



The 2023-24 school year will be the final year the Primary Years Programme (PYP) and Middle Years Programme (MYP) from International Baccalaureate will be used in grades K-10. However, the IB Diploma Programme for grades 11 and 12 will still be offered for interested students.

As part of the *Pathway to Packer Promise* outlined on the district's website, the Department of Equity and Learning will be restructured to better support our students and staff. Each school has one Instructional Coordinator with a focus on literacy, they support teachers and administration in improving instructional practices. These Instructional Coordinators work under the direction of the K-12 Instructional Coordinator who is guided by the Director of Equity and Learning and Assistant Director of Equity and Learning.

Director of Equity and Learning

Amy Winter
651-457-9416
awinter@sspps.org

Assistant Director of Equity and Learning

Lesly Gámez
(651) 552-5563
lgamez@sspps.org

IB DIPLOMA PROGRAM

A rigorous academic program for grade 11 and 12 students. It focuses on creativity, innovation, self-discipline and the ability to function as part of a team. The Diploma Program consists of a common pre-university curriculum and a common set of external exams for students in schools throughout the world. It seeks to provide students with an international education that encourages an understanding and appreciation of other cultures and societies.

For more information contact:

Conrad Anderson
SSP Secondary School IB-DP Coordinator
(651) 457-9454
canderson@sspps.org

K-12 Instructional Coordinator

Brandon Willcox
651-552-5595
bwillcox@sspps.org

Elementary Instructional Coordinators

Kaposia

Kim Laska
651-288-6878
klaska@sspps.org

Lincoln

Jennifer Sexauer

jsexauer@sspps.org

Middle School Instructional Coordinators

Thomas Parks

tparks@sspps.org

High School Instructional Coordinators

William Bauman

wbauman@sspps.org



ACADEMICS (cont'd)

Each school site has a leadership team responsible for creating specific school-wide examples of appropriate behavior and academic interventions based on the framework of MTSS. By braiding the research-based principles and proven strategies including PBIS, BARR, and Conscious Discipline, SSPPS hopes to better ensure safe and supportive learning environments at all levels, early learning through graduation.

Multi-Tiered Systems of Support (MTSS)

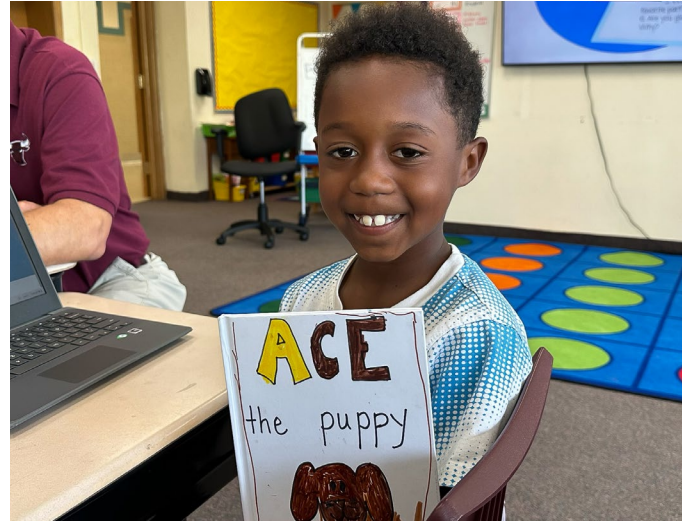
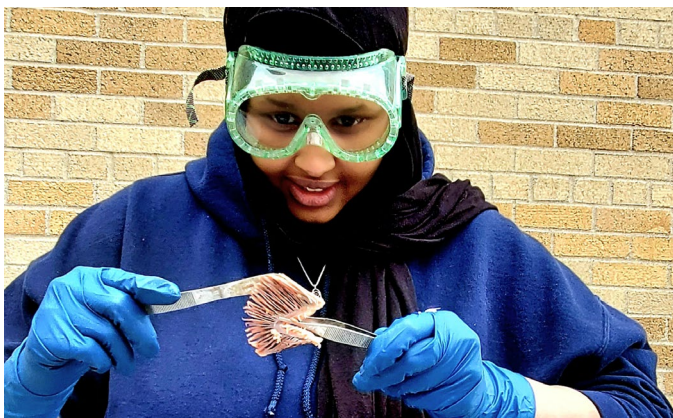
Our academic and student support team in each school includes teachers and paraprofessionals, mental health professionals (counselors, psychologists, and social workers), and instructional leaders (administrators and instructional coaches). This team works collaboratively to provide high-quality instruction and intervention support to match each student's needs.

The framework for MTSS in SSPPS includes:

- Tier 1: Academic and behavioral support with differentiated instruction for all students in a general education setting.
- Tier 2: Targeted supplemental instruction and intervention
- Tier 3: Intensive individualized instruction and intervention

Building Assets, Reducing Risks (BARR)

BARR is a strengths-based educational model that will provide our grades K-12 with a comprehensive method to address the academic, social, and emotional needs of all students through the power of data and relationships. By putting relationships first, the BARR model allows students and teachers to connect more powerfully with each other. A key component is the weekly lessons focused on helping students learn and practice life skills. Called "I-Times" or "U-Times," these lessons focus on building skills in self-management, communication, social, research, or thinking;



Positive Behavior Intervention and Supports (PBIS)

PBIS is a framework that assists schools in identifying and implementing research-based behavioral interventions in an effort to improve social and academic outcomes for all students. PBIS is based on the idea that students learn appropriate behavior through instruction, practice, feedback, and encouragement. Key features of PBIS include: outlining a clear set of defined positive expectations and behaviors, the teaching of expected behaviors, recognition of meeting expected behaviors, monitoring and correcting errors in behaviors, and using data-based information for decision-making, monitoring, and evaluating results at individual school sites.

Conscious Discipline (CD)

CD is an innovative social-emotional learning and classroom management program with a proven track record of sustainable results. Focused in Early Learning, CD provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities. By integrating social-emotional learning, discipline and self-regulation, educators spend less time policing behavior and more time teaching vital life skills. This method eliminates the need for reward and punishment-style discipline and instead gives children a voice, empowering them with the ability and help to achieve behavioral goals, while also creating stronger communication within families.

FAMILY INFORMATION



Attendance

School attendance is mandatory in the State of Minnesota in order to make certain that all children acquire the necessary skills for success as adults. Establishing good attendance patterns is one of the best ways to ensure a student will stay in school through graduation. For details on school attendance procedures and practices, see your school's Information and Procedures Guidebook located on the district website.

Dakota County Guidelines

It is considered educational neglect if a student under the age of twelve has seven (7) unexcused absences, and will be reported to the County Social Services. For those students under the age of 12 years, the parent(s) or legal guardian(s) are held responsible for the attendance of their child. When a child ages 12-17 reaches seven (7) or more unexcused absences, it is considered truancy and is required to be referred to the County's Truancy Reduction Program. School administration will notify parents of students ages 12-17 when the student has three (3) unexcused absences.

Bullying Prevention

SSPPS is committed to ensuring a safe and civil learning environment for all students, families and staff. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment.

In accordance with Minnesota law, school staff and volunteers receive training on the prevention of bullying, as well as clarification and enhanced definitions of bullying. The district's policy on bullying prevention (District Policy 514) includes additional definitions of bullying, training expectations, reporting procedures and protocols and district responsibilities.

Chemical/Tobacco Free Schools

All SSPPS property, school sites (including parking lots), buses and school-related activities are chemical and tobacco free. For more information, see District Policy 419.



STUDENT RIGHTS AND RESPONSIBILITIES HANDBOOK

A safe, secure and welcoming learning environment is essential to helping our students be successful learners. SSPPS has developed comprehensive policies and procedures that define student rights and responsibilities and ensure a positive learning environment. These expectations are outlined in the Student Rights and Responsibilities Handbook, which includes information regarding:

- Anti-Bullying and Anti-Harassment strategies
- Attendance
- Bus Rider responsibilities
- Field Trips
- Student Behavior Expectations and Consequences
- Technology Use
- and More

The full Student Rights and Responsibilities Handbook is available online at sspps.org/handbooks. Families may also request a copy from their school office. School staff will review the handbook with students at the beginning of the school year, while parents/guardians are also asked to review the handbook with their child at home.

Consulte el sitio web del distrito (sspps.org/handbooks) para obtener una versión traducida del Manual de Derechos y Responsabilidades del Estudiante.

Discipline and Behavior Expectations

Optimum learning occurs in a positive, safe and secure environment. Students, parents/guardians, teachers, administrators and other school employees all share in the responsibility to ensure a positive climate for learning. The school setting enables students to develop responsible behaviors and habits that will serve them now and later in life. Proper training in discipline should lead to self-control and respect for the law, authority, property and the rights of others.

It is the general policy of the school district to utilize progressive discipline to the extent reasonable. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. The school district shall, however, impose more severe disciplinary sanctions for a violation, including suspension or expulsion, if warranted by the student's misconduct. Consequences listed in the Student Rights and Responsibilities Handbook provide a guideline for violations of school rules and policies. Additionally, each situation is reviewed on a case-by-case basis, taking into account the student's age or developmental ability, and where appropriate, restitution or restorative practices are employed to help students learn and grow from their mistakes. For details on behavior expectations, consequences and practices, see the Student Rights and Responsibilities Handbook at sspps.org/handbooks.

Digital Parenting Resources

We understand that parenting in a digital age can be overwhelming. SSPPS provides numerous resources to help you and your child operate safely in a digital world. Resources include information about filters and protections, cell phone use, and a free online course about basic Internet safety and how to create a positive digital footprint. Learn more at sspps.org/parents.



Employed Parent/Guardian Right to Attend School Conferences and Activities

Minnesota law allows employed parent(s) or legal guardian(s) to request a leave for school conferences and activities. An employer must grant an employee a leave of up to a total of 16 hours during any 12-month period to attend school conferences or school-related activities related to the employee's child, provided the conferences or school-related activities cannot be scheduled during non-work hours.

A parent/guardian must let their employer know in advance and make every effort to disrupt workplace operations as little as possible. The law does not guarantee that the time off will be paid, but paid vacation or other paid leave time may be used.

Employee, Volunteer, Chaperone Background Checks

In accordance with Minnesota State Statutes and School Board Policy 404, all applicants who have been offered a position with the school district must complete a criminal background check as part of the process for determining employment. Questions about employee background checks can be directed to Joel Milteer, Director of Human Resources, at 651-457-9473 or jmilteer@sspps.org.

Harassment/Violence

School Board Policy 413 prohibits acts of harassment and violence on the basis of race, ethnicity, color, creed, religion, national origin, immigration status, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. For a definition of harassment and consequences for violating District Policy 413, see the Student Rights and Responsibilities Handbook at sspps.org/handbooks.



FAMILY INFORMATION (con't)

Online/Technology Acceptable Use

Through the internet, students have access to a world of online resources and learning experiences. Parents/guardians must provide approval for their child(ren) to access internet resources at school, and students must agree to follow the district's Acceptable Use Policy (District Policy 536). The Student Information Technology Acceptable Use Agreement must be read and signed by the user and a parent/guardian prior to the student being granted access to the district system or use district technologies. Signed agreements will be retained by the district. The district may require students to re-sign the agreement periodically thereafter as technology changes require.

According to the policy, "routine maintenance and monitoring of electronic technologies, including the district network, may lead to a discovery that a user has violated this policy, another school district policy, or the law." In addition, the district may find technology use that raises concern about a student's mental health or well-being. If such discoveries are made, the district may deem it necessary to notify parents and/or school administration of their findings.

Personal Electronic Devices (e.g. cell phones, smartphones, etc.)

South St. Paul Public Schools believes the use of personal electronic devices is a privilege and can be an acceptable communication and educational tool that requires responsible use by all students. Use of electronic devices including, but not limited to, cellular phones, smartphones and smartwatches, digital cameras, laptop computers, tablets and other personal electronic devices capable of transmitting data or images during instructional time may be allowed per the grade level expectations and restrictions about personal electronic device use, listed in the Student Rights and Responsibilities Handbook at www.sspps.org/handbook



Parental Custody/Restricted Contact

Minnesota law offers a non-custodial parent the right to review and receive copies of school records and information, to attend conferences, and to be informed about the child's welfare, educational progress, and status. The school is not required to hold a separate conference for each parent.

In cases where parents are separated or divorced, it is recommended that the school have legal documentation of custody and visitation rights. The custodial parent is responsible for providing the following to the school:

- A copy of the signed and certified court order; and
- Court order revisions/updates that affect custody, visitation, or record-access rights.

If there is no legal restriction, and upon request, the school will send duplicate correspondence to the non-custodial parent; arrange for review of school records by the non-custodial parents; and keep non-custodial parents apprised of major school events.

It is the parent(s) or legal guardian(s)' responsibility to inform and provide the school with current documentation if anyone is legally restricted from contact with a child. Adults listed as an authorized person on the emergency contact list are allowed to pick up a child in case of illness or emergency. Parents/guardians will be notified prior to the release of their child from school.

Student Information Release

Throughout the school year students attend programs, activities, field trips and events along with normal classroom routines that support their education, promote community service or encourage positive behavior. District officials may visit your child's school to cover these special events, and the South St. Paul Public School District may wish to use your child's photographs, voices, likenesses or student work for promotional and educational reasons. This includes co-curricular activities/athletic program rosters, school yearbook, district/school newsletters, etc.

If you wish to opt-out regarding the use of your child's name or image for school district and/or media purposes, please sign the Student Information Release Agreement form (available at sspps.org/inforelease) and return completed form to your school building. This restriction is valid for one year and a new agreement must be signed for each school year.



FAMILY COMMUNICATIONS

South St. Paul Public Schools places a high value on the connections we have with students, families and the community. We communicate in a variety of ways to help grow these important relationships. Families who do not have internet access should contact their respective schools to arrange to receive information in other ways.

Website

The district website (sspps.org) is your primary source for news and updates, information about academic programming, school board policies and meeting information, links to school and Community Education program websites, easy access to the portal and more.

Newsletters

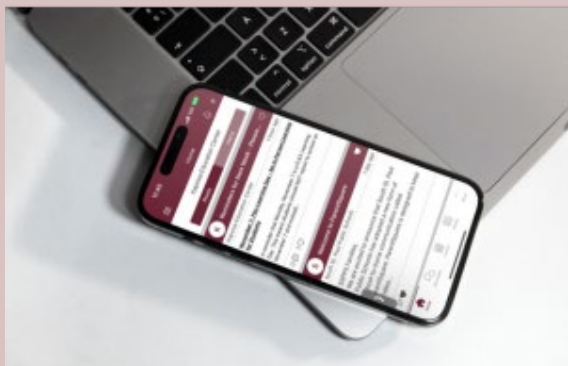
Each school and often teachers, send an electronic newsletter to families on varying schedules to keep parents in the loop on what is happening. Additionally, the district publishes the following newsletters:

- SSPPS District eNews - a bi-weekly electronic newsletter containing stories and events sent to all district families via email on alternating Wednesdays.
- Six Times - a printed newsletter mailed to all SSPPS families and district residents three to four times a year.

Social Media

Stay connected to SSPPS through social media!

-  Like our Facebook page ([/SSPPS6](https://www.facebook.com/SSPPS6)) to see news, photos, videos, events and emergency notifications.
-  Follow us on Twitter ([@SSPPS6](https://twitter.com/SSPPS6)) for district news and emergency notifications, real-time updates and more.
-  Follow us on Instagram ([@SSPPS6](https://www.instagram.com/SSPPS6)) to get a glimpse of the student experience and achievements and quick stories of life in SSPPS.
-  Subscribe to the SSPPS YouTube channel ([SouthStPaulSchools](https://www.youtube.com/SouthStPaulSchools)) to be the first to see district produced videos and watch school board meetings.
-  Connect with us on LinkedIn ([South-St-Paul-Public-Schools](https://www.linkedin.com/company/South-St-Paul-Public-Schools)) to see employment opportunities, follow progress on our strategic plan implementation, and other district news.



SSPPS USES PARENTSQUARE FOR SCHOOL TO HOME COMMUNICATIONS

The district uses the electronic notification system ParentSquare to send direct messages via email, voicemail, and/or text message to district families and staff. This system communicates emergency information quickly, as well as important messages, alerts, and reminders. Schools and programs also use this system to send families important information and reminders. Please make sure your contact information is up-to-date in the Campus Parent/Family Portal. To update your contact information in the Campus Parent/Family Portal, visit the Resources tab of the District's website.

With ParentSquare users can:

- Fine-tune notification settings for both school and district notifications so you receive them when it is most convenient for you.
- See communications from all teachers and schools that your students are connected to, as well as the district, in the same place.
- Direct message your student's teachers from your phone.
- Change your language settings and receive all messages in your preferred language.

The best way to receive school alerts and communications is to download the app to your smartphone. Just search for ParentSquare in your app store.



FAMILY COMMUNICATIONS (cont'd)

Peachjar eFlyers

SSPPS uses Peachjar, a digital flyer management system, to share community sponsored events, classes and activities for SSP students and families. Peachjar provides an innovative flyer management system that sends school-approved eflyers directly to parents' inboxes and posts them on schools websites, making it easier than ever for parents to learn more about events, activities and programs offered to students. Each Wednesday, parents/guardians will be notified via email when the flyers are posted. They can then access the flyers through the email link or via each school's Peachjar page, a link can be found on the district and school's homepage. Learn more at sspps.org/peachjar.

Calendars

The district's online calendars have the most current information about important dates in the district and events at your students' schools. Customizable online calendars show the events that are most important to your family, which can be downloaded to your personal or mobile calendar. Find information on how to customize calendars for your devices at sspps.org/calendar. authorized person on the emergency contact list are allowed to pick up a child in case of illness or emergency. Parents/guardians will be notified prior to the release of their child from school.



Technologies streamline parent/guardian access to student information

SSPPS uses the following technology tools to allow better utilization of the district's student information system and better access to online learning tools and classroom resources:

Infinite Campus

Infinite Campus is the student information system and parent portal. This is where student schedules, report cards, etc. are located as well as your Parent Portal, where you can manage your Contact Information and Preferences. All parents/guardians should have a Portal account to stay connected and to receive important messages from the District. Portal information is posted on the Resources and Parents/Family tabs of our website. If you need an Access Key to set-up your Portal account, contact your school office.

Schoology

Schoology is the district's learning management system for grades 6-12. Students and teachers use Schoology for assignments, daily gradebook, and standards mastery reporting. Parents must have their Campus Parent Portal account set-up prior to gaining access to Schoology. Information regarding parent Schoology accounts is posted on the click on the Schoology link in the quick link on the District website homepage.

School Café

SchoolCafé is the online program for school meal payments and application for educational benefits. SchoolCafé provides a number of key features you will find beneficial including:

- View your student's school meal account balance
- Review daily spending and purchases
- Access from any computer 24/7
- Low balance email reminders
- Automatic payments

Instructions to create a SchoolCafé account are available on the district website (sspps.org/schoolcafe).



Emergency School Closings

All unscheduled school closings, late starts and early dismissals due to severe weather, extreme cold or heat, or other emergencies, will be shared with families through the district's electronic messaging system, the district's website (sspps.org), district social media accounts, and through local news media. Families are encouraged to have alternate plans in place for possible emergency school closings.

In accordance with district policy, decisions to cancel or shorten the regular school day are made by the superintendent or his designee, in consultation with other staff. Consultation may also include City of South St. Paul personnel, our transportation providers, and neighboring school districts, as appropriate.

The most compelling reason for closing schools involves the safety of students and employees. Decisions about school closings, early releases and late starts will be made as early as possible to allow for appropriate notification. For more information, visit sspps.org/emergencyclosing.

Emergency notification methods:

- Automated voicemail
- Email
- Text message
- District website
- Social media (Facebook and Twitter)
- Radio: WCCO 830-AM
- Television: WCCO Ch. 4, KSTP Ch. 5, FOX 9 KMSP, and KARE 11

NOTE: Please ensure your contact information is up-to-date in the Infinite Campus Parent Portal.

Information in Campus Parent Portal is automatically synced to ParentSquare. To ensure you receive all communications in a timely manner, it is important to check your Campus Parent Portal account information.

Late Starts and Early Dismissals

Late starts and early dismissals are inherently difficult for many programs and families. With this in mind, administration will do their best to keep these to a minimum. Early dismissals will be determined as conditions dictate. All families should have a contingency plan for their children in the event of school closings.

In the event of a LATE START, unless otherwise noted:

- Morning Early Learning programs and classes (including community preschool, ECSE, ECFE and home visits) are canceled.
- Morning Adult Basic Education (ABE) classes are canceled.
- Kids' Choice will start late, in accordance with the emergency announcement (e.g. two hours late)

In the event of an EARLY DISMISSAL, unless otherwise noted:

- Afternoon Early Learning programs and classes (including community preschool, ECSE, ECFE and home visits) may be canceled.
- Afternoon Adult Basic Education (ABE) classes may be canceled.
- After school Kids' Choice will be closed.

Evening Cancellations

Decisions to cancel after-school and evening activities will be made by 3 pm, if possible, and are not necessarily tied to a school closing.

Flexible Learning

Emergency Flexible Learning Days occur when the district or a specific school must close due to inclement weather or other emergency situation. Students will learn from home through a variety of lessons posted below or communicated through the student's school or teacher(s). Specific details regarding the expectations for the given Emergency Flexible Learning Day will be shared when the emergency closing is announced. Scheduled Flexible Learning Days are days the District has determined ahead of time as a result of a preplanned circumstance and work in a similar fashion.

FAMILY/SCHOOL CONNECTIONS



Cultural Liaisons

Our cultural liaisons help to make sure all of SSPPS families feel welcome and heard at our schools and the district is able to communicate well with families about their school, learning and student progress. Additionally, the liaisons serve to reduce language and cultural barriers so that all of our students can thrive and know they have a team of support around them.

Early Learning (Birth-5)

Maria (Tere) Castellanos -*Spanish Speaking*
(651) 306-3644
mcastellanos@sspps.org

Kaposia Education Center

Daisy Medina-Cuenca -*Spanish Speaking*
(651) 306-3667
dmedina-cuenca@sspps.org

Lincoln Center Elementary

Juan Sosa -*Spanish Speaking*
(651) 306-3663
neross@sspps.org

South St. Paul Middle School

TBD
(651) 457-9490
@sspps.org

South St. Paul High School

Delia Granados -*Spanish Speaking*
(651) 306-3665
dgranados@sspps.org

American Indian Community Liaison

Chris Johnson johnsonc@sspps.org

Translation & Interpretation

The district provides translation and interpretation services to meet families' language needs at school and with district-related programs or communications. If you would like language assistance with a message you have received; an interpreter for a school meeting, conference or phone call; or want to know more about the district's translation and interpretation services, please contact one of the district's cultural liaisons or your school office.

SSPPS Licensed School Counselors

Licensed School Counselors help every student thrive academically, emotionally, and socially. In partnership with students, staff, family, the school counselors strive to prepare students to become effective learners, achieve success in school, live successful and rewarding lives, and develop into contributing members of our society. The goal is that each and every student builds the skills they need to be successful in the classroom and beyond.

Kaposia Education Center

Amber Remackel
(651) 288-6891
aremackel@sspps.org

Caitlin Carlson
(651) 288-6892
ccarlson@sspps.org

Lincoln Center Elementary

Amber Remackel
(651) 288-6891
aremackel@sspps.org

Heather Gysbers
(651) 288-5810
hgysbers@sspps.org

South St. Paul Middle School

Brooke Wood (6th grade, 7th grade maroon)
(651) 306-3693
bwood@sspps.org

James Bierma (7th grade gold, 8th grade)
(651) 306-3688
jbierma@sspps.org

South St. Paul High School

Jelena Maric (Grades 9 and 10)
(651) 306-3654
jmaric@sspps.org

Jenna Kvalheim (Grades 11 and 12)
(651) 457-9408
jkvalheim@sspps.org

School Psychologists

SSPPS Licensed School Psychologists work as the lead of the multi-tiered systems of support (MTSS) model at each school. They ensure assessment practices are applied across all levels of the system for a deeper understanding of each student's needs for academic and social-emotional success. They work closely with staff, students, and families to conduct special education evaluation and support teachers in addressing needs of students who may have a disability.

Kaposia Education Center

TBD

@sspps.org

Lincoln Center Elementary

Susan Bergquist

sbergquist@sspps.org

South St. Paul Middle School

Dan Hodge

dhodge@sspps.org

South St. Paul High School

Amy McEvoy

amcevoy@sspps.org



School Social Workers

The role of a SSPPS School Social Worker is to assist students, families, and staff with methods and resources to address issues contributing to achievement, social emotional adjustment, and attendance in school. Licensed social workers are available to intervene in problematic behaviors in early stages to address outside challenges that may be contributing to the problematic behavior.

Kaposia Education Center

Candace Burke

cburke@sspps.org

Lincoln Center Elementary

Anna-Claire Rauschnot

arauschnot@sspps.org

South St. Paul Middle School

Joquan Williams

jwilliams@sspps.org

South St. Paul High School

Amy McEvoy

amcevoy@sspps.org

Family Support Workers

In addition to cultural liaisons, the district's partnership with 360 Communities provides Family Support Workers at each school to help families find and access community resources to help with the challenges of raising a family today - everything from food and finances to getting connected with activities, volunteering, counseling and other specific needs based resources.

Elementary Schools

Alicia Perez
(651) 306-3652
aperez@sspps.org

Secondary School

Natalie St. John
(651) 552-3094
nstjohnc@sspps.org

FAMILY INVOLVEMENT



South St. Paul Public Schools is strongest when the ideas, energy and voices of all stakeholders are included in planning and decision-making. Throughout the year there are many ways for you to be involved with the school district.

In alignment with the district's strategic priorities, the district is continuing to place a strong emphasis in 2023-24 to help build engagement with staff, students and family/community. Watch for these and other opportunities to be announced on school and district websites and through various school and district communication channels.

Partnerships

South St. Paul Public Schools places high value on the engagement of our stakeholders in the work of the District. Working in partnership is a key component of our mission, and it is one of the five primary initiatives of our strategic plan to leverage local resources to meet student needs. The power of partnership is in its ability to serve as a multiplier for the involved parties, providing greater benefit together rather than working alone. Learn more about district partners at sspps.org/partnerships.

Volunteers/Chaperones

Volunteer/chaperone opportunities are determined by building/department administration and/or the classroom teacher. All volunteers are required to complete a Volunteer Application Form and complete a background check each school year. The fee for the background check is paid by the district. The district reserves the right to limit or cancel volunteer/chaperone opportunities if it's deemed necessary to help mitigate the spread of COVID-19 or other infectious diseases.



SSPPS Board of Education

The care, management and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education.

The SSP School Board strives for excellence in governance, operates in partnership with the Superintendent, who strives for excellence in management, and both partner for excellence in consultation with staff, students, families and the public.

The SSP School Board meets on the second and fourth Monday of each month in a work session at 5 p.m. and regular business meeting at 6:00 p.m. Both meetings are held in the city council chambers. Visit the school board section of our website for more information.

Current Board Members:

- John Raasch (Chair)
- Monica Weber (Vice-Chair)
- Nikki Laliberte (Clerk)
- Anne Clafin (Treasurer)
- Tim Felton
- Wendy Felton

FOOD AND NUTRITION



It is our goal in Nutrition Services to provide delicious, nutritious meals to all students. Student Nutrition is an important part of the school day. All South St. Paul Public Schools participate in the National Lunch Program and School Breakfast Program. Our district provides a wide variety of meals that meet or exceed the Federal and State guidelines for nutrition. Our goal is to help teach healthy eating habits and enhance learning as well as maintain the financial integrity of the National School Breakfast and Lunch programs. Menus are available online at sspps.org/menus.

Healthy Breakfast

A breakfast meal consists of whole grains, meat/meats alternates, a variety of fruit/juice and milk. Students must take a fruit along with 2 other items to receive breakfast at no cost.

- Elementary Students have access to a Grab N' Go breakfast that they will take to the classroom to eat.
- Middle School Students have access to traditional breakfast or a Grab N' Go breakfast. They can eat in the cafeteria or take to the classroom if they are running late.
- High School Students have the option for the traditional breakfast or a Grab N' Go breakfast before school. They can eat in the cafeteria or take to the classroom. High School students who did not take the opportunity to get breakfast at the beginning of their morning can choose to get a Grab N' Go "Second Chance" Breakfast, providing a quick and nutritious meal for students to grab and go between morning classes.

Each student is allowed one breakfast per day at no cost. 2nd meals or a la carte items will be available for purchase. Purchases may only be made if the student has money in their meal account.



Healthy Lunch

A lunch meal consists of Meats/Meat Alternates, Grains, Fruits, Vegetables and Milk. Students must take a fruit or vegetable along with 2 of the other components that make up a meal to receive lunch at no cost.

- Elementary school Students will be provided a choice between 2 different entrees.
- South St. Paul Secondary offers a variety of different meal choices daily. In addition to the regular lunch items South St Paul Secondary will offer a number of a la carte choices that may be purchased.

All schools offer a variety of fruits, vegetables and milk with every lunch. 2nd meals or a la carte items will be available for purchase. Purchases may only be made if the student has money in their meal account.

MEAL	COST	MEAL	COST
Elementary		Secondary	
Breakfast	FREE	Breakfast	FREE
Lunch (includes milk)	FREE	Lunch (includes milk)	FREE
Extra milk	\$0.50	Extra milk	\$0.50
<i>Students receive one free breakfast and one free lunch each day per the Minnesota Free School Meals Program. Additional meals are purchased at full cost as noted below.</i>			
Additional Breakfast	\$2.25	Additional Breakfast	\$2.25
Additional Lunch	\$4.25	Additional Lunch	\$4.25

Note: due to the supply chain shortages, menu options may be limited. In addition, meal costs may be adjusted as directed by the state and federal government. Visit the nutrition services webpage for the most recent information.



FOOD AND NUTRITION (cont'd)

Student PIN Numbers

All SSPPS students and staff will use a Meal PIN for school meals. The Meal PIN for Secondary students will be printed on their fall class schedule they receive during the registration days. Elementary students will receive their Meal PIN either at the Open House held before school starts or in their classrooms on the first day of school.

The Meal PIN will belong to a student for as long as he/she is enrolled in our district. This number will not change if a student switches between elementary buildings or when they move to the secondary building. Secondary students who are at an elementary building during their lunch period will be able to purchase lunch by using their Meal PIN.

Online Meal Account

SchoolCafé is the online program for school meal payments and application for educational benefits. SchoolCafé provides a number of key features you will find beneficial including:

- View your student's school meal account balance
- Review daily spending and purchases
- Access from any computer 24/7
- Low balance email reminders
- Automatic payments

Families will need to create an account with SchoolCafé. Instructions are available on the district website (sspps.org/schoolcafe). Learn more about online meal accounts at sspps.org/schoolcafe

Interactive Online Menus

SSPPS students and families can access interactive meal menus online through their SchoolCafé account. User friendly drop-down boxes allow access to great nutritional and allergen information of food options provided at each school. Users are able to click on menu items to see detailed descriptions and nutrient information.

Classroom Snacks

The District's Wellness Policy #534 encourages physical activities rather than food for classroom celebrations and parties. Families wanting to send snacks to the classroom, are encouraged to send healthy food choices from the pre-approved Smart Snacks list. Please contact the classroom teacher before sending any snacks to school.



Equitable Lunch Protocols

While the district holds parents/guardians accountable for paying their unpaid lunch balances, students will never be denied a regular school lunch meal for inability to pay or negative account balances. The district is committed to working with families to continue to provide nutritious meals for all Students.

Parents/guardians may sign up to receive low balance notifications via email in SchoolCafé. For additional questions about account balances or activity, or to apply for educational benefits, including free/reduced priced lunch, visit the district website sspps.org/educationalbenefits or contact the Nutrition Services Department at (651) 457-9429.

Educational Benefits Application (Free/Reduced Priced Meals)

All SSPPS families are asked to complete the Educational Benefits Application, regardless of income or eligibility. A new application must be submitted each year. By completing the application and if you qualify, your student and family may be eligible for a variety of discounts through SSPPS like free/reduced athletic/activity fees as well as many other discounts such as:

- Xcel & MN Power Energy Assistance programs
- Internet Services: Essentials, Frontier Communications
- Phone Services: Assurance Wireless, Easy Wireless, Safelink Wireless, Q-ink Wireless
- MTC Bus
- Science Museum of Minnesota
- Minnesota Children's Museum
- Minnesota Zoo
- YMCA; and much more

In addition to the benefits your student and family may receive, families also have the potential to help SSPPS. For each qualifying application, SSPPS receives thousands of dollars in state and federal revenue.

For more information on available discounts for qualifying families and how to complete an Educational Benefits Application, visit the District's website at www.sspps.org/educationalbenefits or contact our Student Nutrition Office at (651) 457-9429.



Educational Benefits Frequently Asked Questions

Are all meals free to all students for the 2023-2024 School Year?

Yes. July 1, 2023 the Minnesota Free Meals for Kids Program became law. One breakfast and one lunch per day will be free to all students. Any additional meals or ala carte items will need to be purchased.

Do I need to complete an Educational Benefits Application every year?

Yes. All SSPPS families are asked to complete the school meal eligibility form, regardless of income or eligibility. Applications for Educational Benefits are approved annually.

- If your family was approved in the 2022-23 school year, you will need to reapply to ensure no disruption of benefits for the 2023-24 school year.
- NOTE: If at any time during the school year your family income status changes (e.g. laid-off, furlough, government shutdown, seasonal work) you are encouraged to complete an application for educational benefits. Once approved for free or reduced priced meal benefits they are in place for the remainder of the school year, regardless of income status.

Can my child receive milk for free if they bring lunch from home?

No. Milk alone is not provided for free even though a student qualifies for meal benefits. Milk can be purchased for \$.50.

Do foster children qualify for free meals?

Yes, foster children who are the legal responsibility of a foster care agency or court are eligible for Educational Benefits regardless of household income. Please complete an application identifying the children who are in foster care.

I get support from WIC. Can my children get free meals?

Children in households participating in WIC may be eligible for Educational Benefits. Please fill out an Educational Benefits application.

May I apply if someone in my household is not a U.S. citizen?

Yes. You or your child does not have to be a U.S. citizen to qualify for Educational Benefits.

Who should I include as household members?

Include yourself and all other people living in the household, related or not (e.g., grandparents, other relatives or friends).

What if my income is not always the same?

List the amount that you normally get. If you normally get overtime, include it, but if you get overtime only occasionally, do not include. You may provide your annual income amount.

How will the information I provide be kept?

Information you provide on the form, and your child's approval for school meal benefits, will be protected as private data. See the back page of the Application for Educational Benefits for more information about how the information you provide is used.

Will the information I give be verified?

Yes, and we may also ask you to provide written documentation.

If I qualify for Educational Benefits, do I qualify for other assistance/benefits?

Yes. Students of those families who qualify for educational benefits also receive financial assistance for participation in activities and athletics. Your approval letter can also qualify for household discounts on some services and activities throughout the state of Minnesota. For more information, see district website at sspps.org/educationalbenefits.



HEALTH SERVICES AND STUDENT WELLNESS



Immunization Requirements

FOR NEWLY ENROLLED STUDENTS AND THOSE ENTERING KINDERGARTEN AND 7TH GRADE

SSPPS has a **NO SHOT- NO SCHOOL** policy in compliance with Minnesota School Immunization Law. State law requires students entering kindergarten, 7th grade, and those newly enrolled to SSPPS to show proof of required immunizations or to file legal exemptions from immunizations with the school.

Families will be contacted if immunization information is needed in order for their child to attend school. Updated or new immunization information should be sent to the school health office as soon as possible to allow time for processing.

Many clinics in Dakota County provide immunizations at low or no-cost to children without insurance through the Minnesota Vaccines for Children (MnVFC) Program. Contact your clinic to find out if they participate in that program. In addition, the Dakota County Public Health Department also provides immunizations for children of all ages without insurance at their walk-in clinics and by appointment. These clinics also serve children on Minnesota health care plans including MA, MNCare or PMAP. Children under 18 years of age must be accompanied by an adult.

For current information about immunizations from Public Health, call the Immunization Information Line at 952-891-7999 (English and Spanish).

The Mission of SSP Health Services is to promote optimum health status to strengthen educational potential for all students.

Each school is staffed with a Licensed School Nurse and Health Assistant. Nursing care is provided for students who become ill or injured during the school day, need medications or treatments, or have other medical needs.

School Health Services provides care that promotes students' academic success by:

- Managing chronic health care conditions
- Providing interventions that return students to class
- Lessening the number of students sent home
- Shortening illness-related absences
- Identifying health-related barriers and referring for appropriate care
- Providing health screenings such as vision and hearing
- Promoting a safe and healthy school environment



Illness

Children should not come to school if they have had:

- A fever of 100.0 degrees or more, the student must stay home for 24 hours after the temperature returns to normal without fever reducing medication such as ibuprofen or acetaminophen;
- Has vomited or had diarrhea, the student must stay home until 24 hours after the last episode;
- Has had any rash that may be disease-related or the cause is unknown, check with your health care provider before sending the student to school.

Parents/Guardians need to call the school's attendance line when their child is absent due to illness. In addition, parents/guardians are asked to notify the health office if their child has a condition that may impact others (e.g. strep throat, chickenpox, head lice, etc.).

When students become ill or are injured during the school day, parents/guardians are contacted first. If a parent/guardian cannot be reached, a call is made to other individuals listed on the student's emergency contact information. It is the parent/guardian's responsibility to keep all emergency numbers updated with the school. Students will not be released unless accompanied by a responsible adult. It is expected that students will be picked up within one hour of the call to the parent/guardian.





HEALTH AND SAFETY



Asbestos

The Asbestos Hazard Emergency Response Act (AHERA) requires that the district notifies building occupants annually regarding asbestos-related activities. Until the late 1970s, asbestos was commonly used in building materials, such as floor tile, fireproofing, and insulation. In the late 1980s, all school buildings were inspected for asbestos-containing building materials by EPA-accredited inspectors. Based on the results of these inspections, management plans were developed for each school where asbestos was found. These plans are on file and are available for review by contacting the Buildings and Grounds Office at (651) 457-9431.

AHERA also requires that districts conduct periodic surveillance inspections every six months to evaluate the condition of asbestos-containing materials, and to re-inspect buildings every three years to re-quantify all remaining asbestos-containing materials. Complete details are available upon request and copies of inspections are available at each school.

Indoor Air Quality

To help maintain our healthy school environment and comply with requirements established by the Minnesota Department of Education, SSPPS has developed and implemented an Indoor Air Quality Management Plan. Inspections of district buildings are performed annually to detect problems and help prevent future problems from occurring. More information is available upon request by contacting David Slomkowski, health and safety consultant, at (651) 457-9432. General information regarding school indoor air quality is also available from the Department of Health at www.health.state.mn.us/communities/environment/air/schools/



Medications at School

Whenever possible, medications should be given during non-school hours. When it is necessary for a student to receive medication during the school day, the student must bring the following for each medication:

- Medication in the original container with directions;
- Written permission from the parent/guardian; and
- A signed statement from the licensed prescriber; including name of medication, dose and time to be given (including over the counter medications for pain or relief of cough)

All medications, whether prescription or over-the-counter must be kept in the Health Office unless special arrangements (e.g. emergency epinephrine or asthma inhalers) are made with the Licensed School Nurse (LSN). Please contact the school health office to obtain medication authorization forms.

Children with Chronic Health Conditions

Parents should consult with the Licensed School Nurse if they have a child with a diagnosed chronic health condition such as asthma, diabetes, seizures or severe allergies. The nurse, student and family will work with the child's health care provider to establish a health plan that will assist school staff in understanding and accommodating the student's health needs.

Medical, Health & Accident Insurance

The district does not purchase medical, health or accident insurance for students. If a student has an accident, becomes ill, or is injured while at school or participating in district-sponsored activities, families will need to access their own insurance plans to cover any associated costs (e.g. medical care, emergency transportation). The district cannot pay these associated costs.

HEALTH AND SAFETY (cont'd)

Lead in Drinking Water

SSPPS conducts Lead in Drinking Water testing per the Minnesota Department of Health's "Reducing Lead in Drinking Water: A Technical Guidance for Minnesota's Schools" publication, and Minnesota Statute 121A.335. For more information, contact David Slomkowski, health and safety consultant, (651) 457-9432. If results of any test are over the EPA-established action level for lead, the affected fixtures are taken out of service, repaired, or replaced, and then re-tested to verify the repair or replacement was effective.

Pesticides/Herbicides Application

As needed, SSPPS applies certain pesticides and herbicides on school property.

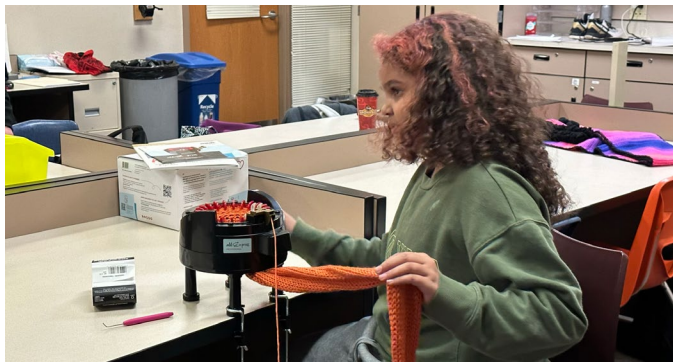
Herbicides

Because of such variables as weather, it is difficult to predict the day on which herbicides will be applied. The district generally applies only one herbicide (i.e. dandelion preventer). It is applied twice yearly in June and August, during times when there is no scheduled use of the affected area.

Pesticides

Because the district applies pesticides only on an as-needed basis, it is likewise difficult to predict exactly when they will be applied. The district contracts with a pest elimination service to inspect each building monthly. Category IV pesticides are applied only in affected areas, on average twice per year in each building, and always on non-school days. Category IV pesticides are in the least harmful category, and are not regulated by state notification laws.

If you would like to be notified prior to pesticide or herbicide application, or if you have any questions about this or any other health or safety issue, contact David Slomkowski, health and safety consultant (651) 457-9432, or Mark Fenton, director of buildings and grounds (651) 457-9431.



LEGAL NOTIFICATIONS

SSPPS is required to inform parents/guardians and school employees of the following educational programming notifications

Title I

As Title I schools, we must meet federal rules related to teacher qualifications as defined in Every Student Succeeds Act (ESSA). These rules allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, parents/guardians have the right to:

- Request information on the qualifications of your student's teacher and whether or not the teacher received an emergency or conditional teaching certificate through which state qualifications were waived
- Know if your student is being taught for more than four consecutive weeks by a teacher not licensed in the area of instruction
- See progress reports for their student and the school
- Ask whether your child receives help from a paraprofessional and information about that paraprofessional's qualifications
- Ask for a meeting with your school's principal or student's teacher at anytime

504 Plans

Section 504 is part of the Rehabilitation Act of 1973. Section 504 protects individuals from discrimination based upon their disability. The South St. Paul Schools, through its policies and practices, follows the nondiscriminatory procedures of Section 504. Parents wishing information concerning 504 planning should contact, Director of Student Services at (651) 552-5594.

Homebound Instruction

The school district provides instruction for students who have documented medical conditions that require the student to be confined to their home. A note from a medical authority must be provided with written verification confining the student to the home for a specific amount of time. A teacher will be assigned to the student and one-hour of instruction will be provided for each school day.

Pledge of Allegiance

Students may recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. Pursuant to Minn. Stat. §121A.11, subdivision 3(c), anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school employees must respect another person's right to make that choice.



Statement of Family/Student Rights

Under the Family Educational Rights and Privacy Act, the Minnesota Government Data Practices Act, the Confidentiality of Information section of the regulations implementing the Education for all Handicapped Children Act of 1975, and the Data Management Policy of Independent School District (Policy 515) parent(s) or legal guardian(s), and eligible students have the following rights:

- The right, if asked to provide private or confidential data, to be informed of:
 - The purpose and intended use of the data within the school system;
 - Whether he/she may refuse or is legally required to supply the requested data;
 - Any known consequences data; and
 - The identity of other persons or entities authorized by state or federal law to receive the data.
- The right to inspect and review the student's education record.
- The right to explanations and interpretations of the record.
- The right to have a representative of the parent(s) or legal guardian(s) or eligible student inspect and reviews the records.
- The right to exercise a limited control over other people's access to the student's education record.
- The right to seek to correct the student's education record; in a hearing if necessary.
- The right to report violations of the rules and regulations, cited above, to the Department of Education.

Students Experiencing Homelessness

The McKinney-Vento Homeless Assistance Act, part of the federal Every Student Succeeds Act (ESSA), ensures educational rights and protections for children and youth experiencing homelessness. To ensure that these children have access to educational programs, school districts are required to implement transportation provisions. School districts must within reason provide students experiencing homelessness with transportation to and from their school of origin. If you have questions about the McKinney-Vento Homeless Assistance Act, contact the Director of Student Services at (651) 552-5594.



COMMUNITY EDUCATION

South St. Paul Community Education provides inspiring and motivating high quality opportunities for lifelong learning, leadership development and citizen engagement while advancing equity and eliminating disparities for all in the community. Community Education provides educational resources that help people from newborns through adults of all ages raise the quality of life in their communities. If you are an individual, local organization, or business that is interested in bettering our community through community education, please contact our office. We are always looking for new class offerings for the South St. Paul community. For more information, call (651) 306-3632 or visit sspps.org/communityed.



Early Learning

The Early Learning/Family Center offers high-quality education opportunities for families with children from birth through age five. New baby classes, parent education, inclusive preschool programming and kindergarten readiness are all part of serving the district's youngest learners.



Youth Enrichment

A variety of fun and educational activities are offered through Kids' Choice Choice school-age care (gr. K-5), Packer Pad (gr. 6-8), and enrichment classes (grades K-12). These opportunities are available before and after school, on many school release days and all summer.



Adult Enrichment

Lifelong learners thrive. They are happier, healthier and more connected. Our programs, including adult enrichment, Access adults with disabilities programs, older adult programming, and Adult Education (ABE) all provide opportunities for adults to continue learning and following their passion.



SSP Senior Center

The South St. Paul Senior Center promotes and provides opportunities in the area of socialization, recreation, education, and health to residents age 55 and up. Annual membership includes senior center activities, free senior lap swim (65+) during scheduled days/times and senior fitness class pricing (65+).

South St. Paul School Board Members



John Raasch
Chair
(651) 747-7877
jraasch@sspps.org



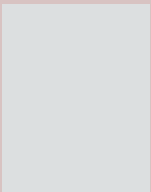
Monica Weber
Vice-Chair
(612) 720-9222
mweber@sspps.org



Nikki Laliberte
Clerk
(651) 216-0885
nlaliberte@sspps.org



Anne Claflin
Treasurer
(651) 894-4187
aclaflin@sspps.org



TBD
()
@sspps.org



Tim Felton
(651) 210-9956
tfelton@sspps.org



Wendy Felton
(651) 451-9002
wfelton@sspps.org

DISTRICT DIRECTORY

District Office

104 5th Avenue South
Phone: (651) 457-9400
Fax: (651) 457-9485
www.sspps.org

Transportation

Phone: (651) 457-9474
sspps.org/departments/transportation

Nutrition Services

Phone: (651) 457-9429
sspps.org/departments/nutrition

Special Services

Phone: (651) 457-9496
sspps.org/departments/student-services

Parent Tech Help

Phone: (651) 457-9458
ParentTechHelp@sspps.org

Community Education & Adult Basic Education

100 7th Avenue North
Phone: (651) 306-3632
Fax: (651) 457-9485
Español: (651) 306-3644
communityed.sspps.org

Early Learning (Birth-5) Family Education Center

104 5th Avenue South
Phone: (651) 457-9418
Fax: (651) 457-9485
earlylearning.sspps.org

Office Hours: 7:00 am - 4:00 pm
Director: Jeanne Zehnder

Early Childhood Screening

357 9th Avenue North
Phone: (651) 288-6897
earlylearning.sspps.org/about/ecs

Kaposia Education Center (PreK-5)

1225 First Avenue South
Phone: (651) 451-9260
Fax: (651) 457-9453
Attendance: (651) 457-9422
kaposia.sspps.org

School Hours: 9:00 am - 3:35 pm
Principal: Terry Bretoi

Lincoln Center Elementary (PreK-5)

357 9th Avenue North
Phone: (651) 457-9426
Fax: (651) 457-9423
Attendance: (651) 457-9498
lincolncenter.sspps.org

School Hours: 8:20 am - 2:55 pm
Principal: Theresa Starkman

South St. Paul Secondary (6-12)

700 North Second Street
Phone: (651) 457-9408
Fax: (651) 457-9455
Attendance: (651) 457-9415
Activities Hotline: (651) 457-9419
middleschool.sspps.org
highschool.sspps.org

School Hours:
7:00 - 7:45 am (zero hour)
7:50 am - 2:30 pm

Principal (grades 9-12): Chuck Ochocki
Principal (grades 6-8): Leah Bourg

Community Learning Center (10-12)

710 19th Avenue North
Phone/Attendance: (651) 450-9966
Fax: (651) 306-3666
clc.sspps.org

School Hours: 7:45 am - 2:20 pm

After School Program Hours:
2:30 - 4:00 pm (Tues-Thurs)

Flex Program Hours:
2:45 - 5:15 pm (Mon-Thurs)

Principal: Chuck Ochocki
Assistant Principal: Robin Schwab

2023-2024 NON-SCHOOL DAY CALENDAR

First day of classes, Grades 1-6, 9, new SSPPS Students: Sept 5, 2023
 First day of classes, Grades 7-8, 10-12: Sept 6, 2023
 First day of classes, Kindergarten, 7-8, 10-12: Sept 7, 2023
 First day of classes, PreK: Sept 11, 2023
 Last day of classes: June 6, 2024

- District Holiday
- X Non-Student Day
- X Flex Learning K-5

JULY						
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30	31					

AUGUST						
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29	30	31				

NOVEMBER						
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DECEMBER						
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31						

JANUARY						
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31						

APRIL						
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30						



SOUTH ST. PAUL PUBLIC SCHOOLS

2023-2024 FAMILY HANDBOOK



South St. Paul High School 2023-2024 Student Guidebook



**We are Proud to be an
International Baccalaureate World School
Diploma Program**

Passionate Learners  |  *Positively Changing Our World*

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Kaposia Fight Song

Stand up and Cheer
Stand up and cheer for our Kaposia
Pledge your loyalty
For it's our high school name so dear
Our teams are fighting
And we will help to see them through
We've got the team rah rah
We've got the steam rah rah
So our Kaposia here's to you
K-A-P-O-S-I-A
Fight Kaposia Fight

July 2023

Dear South St. Paul High School families,

I am truly proud to be the Principal at South St. Paul High School where our amazing students, rich diversity and strong traditions truly define who we are. I believe that every South St. Paul student has the right to learn in an environment where they can thrive and so it is my job as principal to make sure that South St. Paul High School is a place where students feel safe, valued, connected, and challenged.

How well we connect with our students, our families, and the South St. Paul community is critical to our success. My hope is that every family and community partners also feels connected to us and trusts that our amazing staff is devoted to the success of our students.

Positive connections and having fun inside and outside the classroom are so important in developing well-rounded students and that is why South St. Paul also promotes the arts, athletics, and activities.

If you have any questions, feedback, or things you'd like to share, please do not hesitate to contact me at cochocki@sspps.org or 651-457-9402.

Thank you for all the support you have given the school and school district, we really appreciate it. Looking forward to an amazing school year!

Packer Pride! *Today. Tomorrow. Forever.*

Sincerely,
Chuck

Mr. Chuck Ochocki
Principal, South St. Paul High School
700 2nd Street North
South St. Paul, MN 55075
(651) 457-9402
cochocki@sspps.org

Our mission is to "Ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world!"

OUR MISSION (our core purpose)

Ignite a passion in every learner to inquire, continuously improve and engage in changing our world.

OUR VISION (what we intend to create)

We will....

- Prepare each and every student for their next step
- Provide high quality , individualized programs, services and personalized learning for all ages and stages of a learner’s life
- Build capacity in our learners to exemplify the IB Learner Profile
- Partner with our families and community to develop shared ownership of student outcomes and family learning needs
- Ensure students and families have reliable and regular access to technology for accelerated learning

OUR STRATEGIC DIRECTIONS (how we will get there)

- Develop** systemic student support services in each school and classroom
- Promote** ownership of learning by students and staff through an engaging environment and professional development
- Secure, sustain and allocate** resources to meet student needs
- Strengthen** family connections and engagement
- Partner** with community and businesses to leverage local resources



**“DEVELOPING LIFELONG LEARNERS...
EDUCATION FOR A CHANGING WORLD”**

EQUAL OPPORTUNITY STATEMENT

It is the policy of the South St. Paul Special School District No. 6 to provide equal educational opportunities to all persons regardless of race, color, creed, religion, national origin, sex, age, marital status and status with regard to public assistance or disability (except when sex and non-disability may be a bona fide consideration).

SOUTH ST. PAUL PUBLIC SCHOOLS STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

- **You have the right** to be treated with respect and dignity by your fellow students, teachers and other school employees without regard to race, religion, sex, age, disability or family structure.
You have a responsibility to treat your fellow students and all school employees with respect.
- **You have the right** to be treated as a unique individual with different needs, learning styles and abilities.
You have a responsibility to complete assignments to the best of your ability and to adapt to different teachers and teaching styles.
- **You have the right**, along with your parents, to participate in decisions affecting your educational program.
You and your parents have a responsibility to actively participate in conferences and meetings held on your behalf.
- **You have the right** to a comprehensive curriculum.
You have a responsibility to take advantage of the curriculum.
- **You have the right** to expect a building environment that is safe, clean and comfortable.
You have a responsibility to do your part in maintaining the safety, cleanliness and comfort of that environment.
- **You have the right** to attend classes where dedicated, caring teachers are well prepared to teach.
You have a responsibility to be well prepared to learn.

SOUTH ST. PAUL SECONDARY BUILDING STUDENT - FAMILY - TEACHER Compact for Student Success

Families and schools are partners in education. We all need to work together to ensure that our students gain the most from their high school experience.

STUDENTS WILL:

- Attend school on time every day.
- Respect themselves, their teachers and classmates, and be a cooperative learner.
- Prepare for class daily and complete homework on time.
- Give their best effort to school work and seek assistance when needed.
- Inform their parents/family about their school progress and other important information.

FAMILIES:

- Send students to school appropriately dressed, prepared to learn and on time every day.
- Provide a healthy home environment including adequate sleep, nutrition, and school supplies.
- Require a daily time for homework or study.
- Encourage and praise each student's learning efforts.
- Communicate with teachers and support their homework policies and classroom expectations.

TEACHERS WILL:

- Have high expectations of success for all students.
- Provide a safe and positive learning environment.
- Teach and motivate students to the best of their abilities.
- Respect and address each student's individual needs and encourage individual talents.
- Communicate with parents regarding student progress and work cooperatively on student issues when needed.

TOGETHER WE'LL MAKE A DIFFERENCE!

SOUTH ST. PAUL SECONDARY

700 Second Street North, South St. Paul, MN 55075

Main Office: (651) 457-9408 | Fax: (651) 457-9455 | Staff Voicemail: (651) 552-5580

Office Hours: 7:00 AM – 4:00 PM

Student School hours: 7:50 AM-2:30 PM

Doors open at 7:30 AM

www.sspps.org

OFFICE INFORMATION

Academics & Administration

Building Principal	Chuck Ochocki	457-9402
Principal's Secretary	Joleen Macioch	457-9410
Assistant Principal	Angela Ryter	457-9435
School Counselor- Grades 11-12	Jenna Kvalheim	457-9487
School Counselor- Grades 9-10	Jelen Maric	306- 3654
Student Support Specialist	Dylan Olson	457-9433
Multicultural Liaison	Delia Granados	306-3665

Activities

Asst. Principal and Student Activities	Brady Krueger	457-9417
Sports Hotline		457-9419
Activities Office Secretary	Kris Nihart	457-9462

Attendance

To Report an Absence		457-9415
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Health Office

Licensed School Nurse		457-9449
Health Office Assistant		457-9476

Office

Main Office		457-9408
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PARENT AND STUDENT RESOURCES

ASSISTANT PRINCIPALS

The assistant principals will be working with you in all aspects of your educational experience. They will work with all students to understand their strengths, weaknesses and to determine aptitudes, abilities, and interests. In addition, they can help with schedule changes, academic concerns and social issues.

The assistant principals also assist with a variety of issues that may be affecting your academic or emotional well-being. Appointments can be made in the main office, please call (651) 457-9408 to set appointments with the appropriate grade level assistant principal.

South St. Paul Counseling Program

The South St. Paul Counseling Program is a cooperative effort involving students, staff, parents, and the community. Counselors are available to assist students in the following areas:

- Education Planning

- Career Planning
- Decision Making
- Academic Counseling
- Personal and Social Growth
- Individual or Small Group Counseling
- Parent and Teacher Consultations
- Referral Assistance to Other Programs
- Other Areas as Needed

RESOURCE OFFICER

- Provides a practical understanding of law and the legal system for students
- Creates an opportunity for a positive, meaningful, educational experience about the role of police officers
- Increases the ability of students and community members to voice their concerns
- Improves empathy for the role of the police officers
- Builds mutual trust between police, students, and community members
- Demonstrates positive interaction between police officers, other members of the school, and the community
- Strengthens school and/or community dialogue and decision making processes

STUDENT/FAMILY SUPPORT

Student support will be available to assist students and families who are in need of non-academic support. Long-term therapy is not offered at school.

- Resource Officer (651) 457-9463
- 360 Community Family Support Worker, (651) 552-3094
- Associated Clinic of Psychology (612) 455-8643

Students and families can find assistance for appropriate support from outside resources.

ATTENDANCE

Call the Attendance Office on the day of the absence by 8:30 AM to report absence at (651) 457-9415 (a 24-hour voicemail number.) Please leave the student's first and last name, reason for absence, your relationship to the student and a phone number where you can be reached.

OR

A note from the parent/guardian accompanies the student upon his/her return to school.

ATTENDANCE INFORMATION: PHILOSOPHY

The South St. Paul Secondary Building believes that regular school attendance directly relates to success in academic work, benefits students socially, provides opportunity for important communication between teacher and student and establishes regular habits of dependability important to the future of the student. The following attendance procedures are intended to be positive and not punitive. These procedures also recognize that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. While parents have the authority to remove their students from school at any time and for any reason that they choose, the school has the responsibility, under state law, to determine whether the absence is excused, and if not, to take corrective action, including disciplinary consequences.



When students are to be absent from school for all or part of the school day or when students must leave school for an appointment, parents/guardians must call or notify the school on the day of the absence or earlier at (651) 457-9415. If the school does not receive a call or note within 24 hours of the absence, the absence will automatically become an unexcused absence.

There are two exceptions to this policy:

- a. Students may leave school if they are enrolled in one of the approved work experience programs, community service or Post-Secondary Option Programs.
- b. Special permission to leave school can be granted by the Principal or assistant principals. All other absences will be dealt with accordingly. Please make doctor, dentist, or other appointments on non-school time, whenever possible.

When a student becomes ill during the school day, he/she must report to the nurse's office.

Students must not leave the building when ill without checking with the nurse or one of the office secretaries. If this procedure is not followed, the student will be considered unexcused.

Any student who exceeds seven (7) unexcused absences in any class period could be placed on non-credit status. Prior to loss of credit an administrative conference must be held among the principal, student, parent and teacher if applicable. There will be an appeals process to review the absences for any unusual circumstances and to document absences for doctor or other specialist visits. An appeals process is in place for students/parents/guardians that feel extenuating circumstances should be considered prior to denying credit. The appeals group will consist of teachers and an administrator. A good practice to follow is to ask for notes from your doctor, dentist, etc. at the time of any appointment for future documentation. Special exceptions will be made for students with serious injuries, long term illnesses, family emergencies, or school approved absences.

THE APPEAL PROCESS

At the end of the trimester, a student who is passing a course but has lost credit due to truancy will have the option to appeal the loss of credit. Appeal hearings will be scheduled during the last days of the trimester.

The attendance appeals committee shall consist of a designated administrator, and teacher representatives. The student appealing the loss of credit is required to attend the hearing. If he/she does not appear for the hearing, the student will lose credit for the course. Parent(s)/guardian(s) may attend.

PROCEDURES FOR ABSENCES/LATE ARRIVALS/EARLY DISMISSAL

These procedures also recognize that class attendance is a joint responsibility to be shared by student, parent or guardian, teacher and administrators.

STUDENT PROCEDURES

1. If you have been absent please report to the attendance office with your excused note. The attendance office will issue you an excused pass. All of your teachers need to sign your pass.
2. If you know you will be missing school, please bring a note from your parent/guardian ahead of time to the attendance office. You will carry a slip around for all your teachers to sign.
3. If you need to leave school early, you must have a note from your parent/guardian. The attendance office will issue you an early release slip before school.
4. After 8:05 a.m., students must report to the attendance office for a pass to class. If a student arrives after 8:05 a.m., they are expected to go to class, but they are considered absent for the period.

If a student misses more than 15 minutes of a class period, they are considered absent for the class period.

5. If you become ill during the school day, you must report to the health office for proper release. If you do not report to the health office (or leave the building without prior permission from an administrator), your absence is unexcused.

PARENT/GUARDIAN PROCEDURES

1. Call the Attendance Office on the day of the absence by 8:30 AM to report absence at (651) 457-9415 (a 24-hour voicemail number.) **Please leave the student's first and last name, reason for absence, your relationship to the student and a phone number where you can be reached.**
2. A note from the parent/guardian must accompany the student upon his/her return to school.
3. Notify the Attendance Office if your son/daughter will be gone for family or medical emergencies.

If you will be gone for 3 or more days, you must bring a note to the attendance office 2 days prior to the day you will be gone.

4. Notify the Attendance Office by note if your son/daughter is to leave early for an appointment.

SCHOOL PROCEDURES

1. The secondary building has implemented an automated attendance alert calling system. This system will automatically place two phone calls to the parents/guardians, one in the morning and one in the evening, to notify them of their child's absence regardless if the absence has been phoned in or not.
2. All absences are considered unexcused until verification can be made.
NOTE - When checking your student's attendance online, please realize that the attendance will appear as unexcused until the student returns to school with a parent/guardian note.

APPROVED ABSENCES

PRE APPROVED ABSENCES

Absences for family trips need to be pre-approved by a written application to the Attendance Office by the parent/guardian.

COLLEGE VISITS

All college visits, during the school day, must be pre-approved and registered with the administration. College representatives will be available throughout the year during the senior high lunch periods. Please pay attention to the daily announcements regarding specific dates and colleges.

EXCUSED AND UNEXCUSED ABSENCES

When a student is absent from class, the student is expected to complete missed work and assignments. The MAKE-UP WORK POLICY applies to any absence. Students will have an equal amount of time to turn in make-up work as the time absent. For example, for a one-day absence, the student will have one day to turn in make-up work. Any work not completed within this period shall result in No Credit (NC) for the missed assignment.

MAKE-UP WORK / A STUDENT'S RESPONSIBILITY

Following an absence, it is the responsibility of the student to find out assignments and to complete course work assigned. Students are expected to complete any missed assignments and assessments that result from an absence. Generally, students are given one (1) day to make-up work missed during a one-day absence. (The exception to this rule is when a test or assignment has been announced in advance while the student is in attendance and then they miss the day of the test or the date the assignment is due. In such cases, the student may be required to take the test and/or hand in the assignment the first day back in school).

EXCUSED ABSENCE DEFINITION

Excused absences fall under these categories:

1. Family emergencies (serious family illness, injury or death)
2. Medical appointments (the school reserves the right to verify)
3. Student illness
4. School approved activities
5. Required court appointments

6. Pre-approved absences by the administration including family vacations
7. Religious holidays or religious release time
8. Suspension
9. Tournaments approved by the Activities Office
10. College Fair

UNEXCUSED ABSENCES

All absences not authorized by the parent/guardian or the school.

UNEXCUSED ABSENCE DEFINITION

Unexcused absences fall under these categories:

- | | |
|--------------------------|--|
| Miss the bus/car trouble | Skipping a class/leaving the building without a pass |
| Oversleeping | Senior pictures |
| Babysitting | Tournaments not approved by the Activities Office |
| Running an errand | Parent not calling in for the student |
| Jobs outside of school | |

CONSEQUENCES OF UNEXCUSED ABSENCES

When a child age 12-17 reaches seven or more unexcused absences, it is considered truancy.

Definition of truancy: A "habitual truant" could be:

- A middle school, junior high or high school student under age 17 who is absent from attendance at school without lawful excuses for seven school days per school year or one more class periods on seven days per school year.
- A 17-year-old who is absent from attendance at school without lawful excuses for seven school days per school year or one more class period on seven school days per school year and who has not lawfully withdrawn from school with their parent's permission.

The school is required to make a referral to the Dakota County Truancy Reduction Program.

- Schools are required to notify parents when a child has three unexcused absences.
- Schools schedule a meeting with the child and parent to discuss the child's school attendance and academic performance prior to a child reaching seven unexcused absences.
- After seven unexcused absences the school will make a Truancy Referral.

TARDIES

Definition: If a student is not IN the classroom and prepared to begin class at the designated start time for the class, the student is tardy.

TARDINESS

South St. Paul Secondary does use a bell system. Students are required to keep track of time and are considered tardy if they are not in the classroom when the the class period begins. Students are always expected to report to class no matter how much time is remaining in the class period.

ACADEMIC INFORMATION

PROGRAMS and GRADUATION REQUIREMENTS

MINNESOTA GRADUATION REQUIREMENTS

Students currently enrolled in grades 9-12 who wish to earn a diploma from the South St. Paul Secondary Building must meet the South St. Paul Secondary Building credit requirements for classes, and the Minnesota Graduation requirements in all mandated academic course and assessment areas as per state requirements or guidelines.

SOUTH ST. PAUL GRADUATION REQUIREMENTS FOR CLASSES

	2023	2024	2025	2026
Language Arts	12	12	12	12
Individuals and Societies	12	12	12	12
Science	9	9	9	9
Math	9	9	9	9
Arts	2	3	3	3
Physical Education	1	1	1	1
Required Credits	45	46	46	46
Electives	20	19	19	19
Total Credits	65 of 72	65 of 72	65 of 72	65 of 72

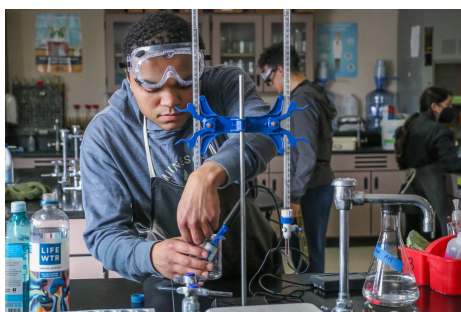
INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM (IBMYP)

The International Baccalaureate Middle Years Program (IB MYP) includes all students in grades six through 10. As part of the IB MYP, a student studies eight traditional subjects each year which are organized around a framework for learning that is especially appropriate for the development of students in this age group. Students are assessed in each subject according to criteria established by the International Baccalaureate Organization. In the final year of the program, grade 10, students complete a final project called the Personal Project.



For more information, please contact the **IB-MYP Curriculum Coordinator, Melissa Miller at (651) 552-5569.**

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (DP)



The International Baccalaureate (IB) Program is an internationally accepted, academically rigorous college preparatory program designed for highly motivated students. It is a comprehensive program, encouraging critical thinking, research skills, and service to the community as a part of the learning process. The IB curriculum is recognized by colleges and universities both nationally and abroad. The IB program at South St. Secondary has been in existence since 1986. This program builds on the system while recognizing the needs for global awareness and commitment

as students prepare for citizenship in the 21st century. Our IB diploma course of study begins with classes for freshmen and culminates with the IB curriculum.

For more information, please contact the **DP Coordinator, Conrad Anderson at (651) 457-1374.**

POST SECONDARY OPTION (PSEO), CAMPS SPECIAL PROGRAMS, ONLINE LEARNING, ETC.

Students who are interested in pursuing PSEO will need to register with the South St. Paul Secondary office before May 30th of the previous school year they wish to attend. It is the student's responsibility to apply and register to the college that they wish to attend. All courses must be pre-approved by South St. Paul Secondary. Any courses dropped after ten days from the course's start date will result in a failing grade on student's high school transcript and follows the institution's policy on their college transcript.

All credit earned will factor in the student's GPA and class rank.

Students attending college under Post-Secondary Enrollment Options

are eligible to participate in extracurricular activities. South St. Paul Secondary eligibility rules apply. See the main office for all other information regarding this option.



CAMPS, SPECIAL PROGRAMS, ONLINE LEARNING, ETC.

All credits must be earned from an accredited agency outside of South St. Paul. All courses must be pre-approved by South St. Paul Secondary upon registration. The amount of credit that transfers back is determined by South St. Paul Secondary. It is the student's responsibility to provide information about the program and credits to the Secondary building.

SPECIAL EDUCATION SERVICES

Children with disabilities are eligible for special education and related services from birth to age 21 as defined in federal law, P.L. 101-476, Individuals with Disabilities Education Act (IDEA) and Minnesota State Board of Education Rules, Chapter 3525.0200. Parent(s)/guardian(s) can expect their referral to be processed by the Child Study team in a timely manner and according to due process requirements. Contact the grade level Assistant Principal or Director of Special Services, Kelly Tetrick at (651) 457- 9466 for further information and assistance.

HOME SCHOOLING

The South St. Paul Public School District recognizes the right of the parent(s)/guardian(s) to decide the appropriate educational setting for their child. This may include the option of homeschooling. Homeschooling is an option for the parent(s)/guardian(s) to be the sole provider of the education of their child in all subjects. The only situation where an exception would be made is if a parent(s) /guardian(s) object, for religious reasons, to the course content in a health education class. In this case, health education could be taught as a single home schooled course, with all other courses taken at the school. In choosing this option, the parent(s)/guardian(s) are responsible for meeting the requirements as prescribed by the State of Minnesota. If you are interested in this option, a complete packet is available from the district office.

REGISTRATION AND SCHEDULES

SCHEDULE CHANGES

All requests for schedule changes should be made before school opens. The only schedule changes that will be made after school starts are those that must be made due to an error made in a student's schedule or changes that have the approval of the administration. **No schedule change requests made by a student or parent will be made after the first week of the trimester.**

DAY ONE/DAY TWO CLASSES

The start of each trimester begins with a Day One course. In the event of school cancellation or other unforeseen events we will continue with the regular student schedule as if there was no interruption.

WITHDRAWALS

Any parent planning to withdraw their student from school for any reason must meet with a building administrator before the last day of attendance. The student will be given a check-out form that must be completed before he/she leaves the building. An official transcript will be mailed upon request to the school to which the student is transferring after completion of the withdrawal form.

GRADING AND ACHIEVEMENT

GRADES 9 - 12 GRADING AVERAGE SCALE

4.000	A	2.700	B-	1.400	D+
3.700	A-	2.400	C+	1.000	D
3.400	B+	2.000	C	.700	D-
3.000	B	1.700	C-	.000	NC

NC= No Credit Given

NG = No Grade Given

P = Pass – Indicates work that meets minimum requirements

I = Incomplete – Indicates the pupil has time to make up incomplete work (two weeks from the end of the marking period). Failure to do so will result in an "F".

AU = Audit – Indicates that the pupil took the course, but is receiving no grade.

To come up with the IB grading scale multiply by a factor of 1.1.

HONOR ROLL

Students will qualify for the honor roll based on the previous trimester grades.

- **GOLD HONOR ROLL** - grade point average of 3.700 or above.
- **SILVER HONOR ROLL** - grade point average of 3.400 to 3.699.
- **BRONZE HONOR ROLL** - grade point average of 3.000 to 3.399.

GOLD AWARDS

Academic awards are given to South St. Paul Secondary students in recognition of their achievement while attending South St. Paul Secondary (Grades 10-12). Academic awards are based on the student's academic achievement in the previous school year, and the earned grade point average (GPA) for that school year.

Academic awards are given for the following criteria:

ACADEMIC LETTER

A letter is presented for achieving at least a 3.700 GPA for one year (awarded for any one school year).

CHEVRON

A chevron is presented for achieving at least a 3.700 GPA for a second year (does not have to be consecutive).

ACADEMIC PIN

A pin is presented for achieving a 3.700 GPA for a third year at South St. Paul Secondary.

GOLD MEDALLION

A gold medallion will be presented at the Honors Breakfast in April to all seniors who have attended South St. Paul Secondary and have achieved a 3.700 GPA during 9th, 10th, and 11th grades and their first two trimesters of grade 12.

NATIONAL HONOR SOCIETY

Students who maintain a GPA of 3.000 or better and excel in the areas of scholarship, leadership, service and character are eligible for selection into the National Honor Society. Information will be sent to eligible students in January.

SCHOLARSHIPS

Each year during the first part of May, scholarships are awarded to graduating seniors at the Honors and Awards Banquet by the South St. Paul Educational Foundation. During the 2021-2022 school year, **\$456,350.00** in scholarships were awarded to students in the senior class. All necessary forms for applying for these scholarships and any questions regarding the scholarships can be answered by the Career Center Coordinator at (651) 306-3654 or the Educational Foundation at (651) 457-9440. The application process begins in February.

GRADING OPTIONS

AUDITING CLASSES – (9th– 12th Only)

Students may be allowed to audit a course for no credit. You must obtain permission from the teacher and assistant principal before you will be allowed to audit a class. You will also be required to complete a parent(s)/guardian(s) permission form that will be kept on file with your assistant principal.

INCOMPLETES

An incomplete (I) mark can be given if a student has been absent for an extended period of time and if there is reason to believe the student will make up the work. Incompletes must be completed within two weeks after the end of the grading period to get credit for the course. If not, the incomplete automatically becomes an “F”.

INDEPENDENT STUDY

Courses that are currently in our curriculum can be offered as an Independent Study for credit. Students will be graded on a pass/fail basis in all Independent Study courses. Independent Study forms are available through the grade level assistant principal.

PASS/No Grade

Graduation credit will be given but the Pass/No Grade grade will not be used to determine class rank or G.P.A.

TRANSFERRING OF CREDITS

South St. Paul High School accepts credits and grades earned by students at other accredited schools. We will not accept any weighted credits unless they have been earned in I.B. courses. They will be awarded weighted credits that are equivalent to those given at South St. Paul High School.

GRADUATION



GRADUATION

A senior student must earn a minimum of 65 credits in order to receive a diploma from South St. Paul Secondary. The Board of Education allows seniors to participate in the ceremony if he/she has earned 63 credits by the end of the school year. It is the district's expectation and the student's obligation to have a pre-approved plan to complete missing credits by the end of the summer. This plan must be presented to his/her assistant principal. Students should have a meeting with their assistant principal to develop a plan for completion of credits on or before August of the graduation year.

If a senior student prefers **not** to be a part of the commencement exercises, they must notify their assistant principal four weeks before graduation. The senior would receive their diploma after commencement. Participation in the commencement ceremony is a privilege. Violating school policies may result in the elimination of the privilege to participate in some or all of the commencement ceremonies. Decisions related to student participation and/or inclusion in commencement will include the superintendent and site administration.

EARLY GRADUATION PROCEDURE

A student may petition before the start of their senior year to graduate early provided they can fully meet the graduation requirements at South St. Paul High School. Where mid-year graduation is granted, the diploma will not be granted until the spring commencement exercises, although the records will indicate graduation at mid-year.

GRADUATION SPEECH/SPEAKERS

Commencement at South St. Paul Secondary features a student speaker, chosen to represent the graduating class. The guidelines below outline the process that will be used in choosing the speaker.

1. All Seniors who will be a part of the commencement ceremony, meaning they have met all credit requirements and have passed all state mandated tests, are eligible to participate in the selection process. Interested and eligible Seniors should contact an office administrator to indicate his/her interest. A Graduation Speaker Committee will be formed including office administration, teachers, a school board member, and students of the senior class. Guidelines on writing the speech and selection criteria will be made available to each interested candidate.
2. Candidate(s) will be approved by the Graduation Speaker Committee. Members of the committee will not serve as mentors or assist in the writing or proofing of any of the



proposed speeches by any of the candidates. Senior speaker candidates will be required to submit a typed, double-spaced audition speech ahead of their presentation to the committee.

3. Potential speakers will present their proposed commencement speeches to the committee. Notes or written-out speeches may be used. Trial readings will take place within the first 2 weeks of May.
4. Audition speeches are required to be well developed. During the selection process the committee will evaluate the following criteria:
 - Ability to communicate a message that is inspirational and represents our school in a positive manner.
 - Clarity of message
 - Speech length
 - Delivery
 - Eye contact
 - Body language

The finalist selected will be required to meet with building administration as the final speech is developed and polished. The final draft of the commencement speech that is to be read is due to the building principal by the 3rd Friday of May. The commencement speech will be between 3 and 5 minutes in length, with 5 minutes being the absolute maximum length. The speech should reflect the spirit of the class. Creativity of all kinds is strongly encouraged.

GRADUATION AWARDS

The following groups of students will be recognized at commencement:

- Students with accumulative GPA of 3.700 or above. Starting with the class of 2017 – The requirement will be accumulative GPA of 3.700 or above plus the student must have taken 3 or more IB courses.
- International Baccalaureate Candidates
- International Baccalaureate Honors
- National Honor Society



Actions Subject to Discipline and Guidelines

MISBEHAVIORS AND CONSEQUENCES

South Saint Paul Students – Standards of Conduct

Discipline should not be confused with punishment. The goal of discipline is a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct. Disciplinary policies within the secondary building shall be enforced within general guidelines. The MAXIMUM administrative actions are expulsion and exclusion.

For more information regarding Actions Subject to Discipline and Guidelines

please refer to the 2023-2024 Student Rights and Responsibilities handbook.

It is the policy of the South St. Paul School District to provide a safe learning environment for all students. If a student violates a rule or provision in this Student Handbook, School Board Policy Number 523, or any other School District rule or policy, discipline may be imposed. The listing of consequences for offenses below is meant to be a guideline and does not imply or require that the minimum be used before a more severe consequence is imposed. Depending on the nature and severity of the violation, the administrator may choose a more severe consequence.

DISCIPLINARY ACTION MAY INCLUDE, BUT IS NOT LIMITED TO THE FOLLOWING:

- Meeting with the student
- Meeting with the teacher and administration
- Meeting with coach, activities director and administration
- Loss of school privileges
- Schedule adjustment
- Modified school programs
- Financial restitution
- Referral to police or appropriate authorities
- Removal from class
- Detention
- Exclusion
- Suspension
- Expulsion
- Homebound

SUSPENSION

The administration has the option of suspending a student for serious infractions of school rules. Students who are suspended from school are not allowed to attend or participate in any school function, and must remain off the school grounds during the entire time of suspension. Violation of this may result in the administration contacting the South St. Paul Police Department and charging the student(s) with trespassing.

EXPULSION

Expulsion normally occurs after other disciplinary interventions have failed. A student may be expelled from regular school attendance following an appropriate school board hearing. Expulsion procedures shall include written notification of the hearing, a statement of the charges to be proved, the right to legal counsel, and receipt of a written copy of the findings and decision. Expulsion proceedings can take place upon the student's actions or behavior which undermine good school order; actions which pose a threat to the general welfare of the school; conduct which threatens or violates the physical or emotional well-being and safety of other students or school personnel; actions which constitute flagrant disobedience, insolence or insubordination in direct defiance of reasonable rules and regulations; and actions which deprive other students of an opportunity to

pursue their own education. An expulsion from school may be imposed by the school board upon the recommendation of the principal or superintendent for a period or more than ten days up to one full academic year. Hearings will be conducted in accordance with the Minnesota Pupil Fair Dismissal Act

In accordance with the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40 through 121A.56, a student may be excluded or expelled from school for any of the following grounds:

1. Willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school.

TENNESSEN WARNING -When students commit an offense that will result in a disciplinary action or exclusion or expulsion, students are not legally required to provide any information during the interview. The purpose of the interview is to find out the facts and impose proper discipline. Information provided is expected to be accurate. Information received during the investigation may be used to inform parents/guardians, MSHSL, police or other necessary authorities.

For more information regarding Actions Subject to Discipline and Guidelines please refer to the 2023-2024 Student Rights and Responsibilities handbook.

HEALTH SERVICES

HEALTH OFFICE

If your child becomes ill or is injured during the school day, the health office will notify the parent(s)/guardian(s) so arrangements can be made for the student to go home. Emergency information cards are essential and must be kept current. Parent(s)/guardian(s) home and work adult numbers are required. No student will be allowed to walk or drive home without the permission of an adult listed on the emergency card. Please notify the school of changes.

HEALTH SERVICES

The health office is located on the first floor near the commons area. The health office is used as an emergency center to give proper care to students who have had an accident or become ill at school.

A nurse is not allowed by law to give medication or treatment except under the direct order of a physician. Students are not to come to school when they are ill nor should they expect injuries that occur at home to be cared for in school. If a student becomes ill or injured during the day, he/she should ask the teacher for a pass and report to the health office.

PLEASE NOTE: A student who becomes ill in school may not leave the high school building unless a health office staff member gives permission. Once the student has been released from school the parent(s)/guardian(s) are responsible.



HEALTH OFFICE GUIDELINES TO PROMOTE A HEALTHY ENVIRONMENT FOR ALL STUDENTS AND STAFF

1. If your child becomes ill or is injured during the school day, the health office will notify the

- a. parent(s)/guardian(s) so arrangements can be made for the student to go home. Emergency information cards are essential and must be kept current. Parent(s)/guardian(s) home and work numbers are required. No student will be allowed to walk or drive home without the permission of an adult listed on the emergency card. Please notify the school of changes.
2. Always keep your child at home if his/her temperature is 100 degrees or higher. Temperatures should be normal for 24 hours before he/she returns to school. Students with a temperature of 100 degrees or above cannot stay in school and parent(s)/guardian(s) will be notified that they must provide transportation home.
3. Please notify the health office if your child develops a communicable disease such as strep throat, chicken pox, impetigo, scarlet fever, red and mattering eyes, etc. **NOTE:** If you take your child in for a throat culture, DO NOT send them back to school until the results come back negative or they have been on antibiotics for 24 hours.
4. If your child has been vomiting and/or experiencing diarrhea, please keep him/her home until 24 hours after the last episode.
5. If your child has a rash that you do not know the cause, and it might be disease related, please check with your family doctor before sending him/her to school.
6. If your child has activity limitations or needs to be excused from physical education for longer than 2 days, bring a doctor's note to the health office. Your child will be given a pass by the health office staff to excuse the child from the activity and provide an alternate assignment.
7. If a vision or hearing screening is warranted, the district may provide the appropriate screening. If a parent/guardian does not want their child screened they need to contact the school nurse to opt out.
8. In an extreme emergency, an ambulance will be called and your child will be taken to the nearest hospital. This will be billed to the parent(s)/guardian(s).
9. Minnesota State Law will be enforced regarding required immunizations. Please contact the Health Office at 457-9449 or 457-9476 if you have any questions about your child's immunization status.
10. Parent(s)/Guardian(s) of students requesting that any prescription or over the counter medication be administered during school hours by school personnel are required to provide:
 - a. A written parental release for the administration of medication,
 - b. A signed statement from the licensed prescriber stating the name, dose, and frequency of the medication to be given,
 - c. Medication in the original container or pharmacy-labeled container.

Secondary students may self-administer and self-carry nonprescription, over-the-counter, pain-relieving medication during the school day provided that:

- A. A written request by parent/guardian stating the name, dose, and frequency of the medication has been provided to the school;
 - B. The medication is brought in the original container and used in a manner consistent with the label;
 - C. The medication does not contain ephedrine or pseudoephedrine.
- The district may revoke a student's privilege to possess and use nonprescription pain relievers if the district determines that the student is abusing the privilege.

INSURANCE

The school district does not carry insurance to cover student injuries.

As a service to the students and their families, the school district makes available a student accident insurance plan for students 6-12 at a very nominal cost. Contact the office for more information.

GENERAL INFORMATION

ADDRESS CHANGE

If you have a change of address or telephone number, please report this to the high school office.

AGE OF MAJORITY

All students regardless of age, are required to follow the rules and regulations of South St. Paul High School. The age of majority in Minnesota is eighteen (18) years of age.

ANNOUNCEMENTS

Announcements will be read each week. Students requesting an announcement must work with a teacher, coach or advisor. In addition, information can be found in display cases. Weekly announcements are posted in the display case outside the office. **(Please see District Policy #505)**

BACKGROUND CHECK

Volunteering

- Volunteers are welcomed and encouraged in our school district. Volunteer opportunities are determined and communicated by the building/department administration and/or classroom teacher. All volunteers are required to complete a Volunteer Application Form and complete a background check each school year. The fee for the background check is paid by the district.

BUS SAFETY

School bus safety guidelines as established by the bus company are:

1. Follow the directions of the bus driver.
2. Stay out of the danger zones outside the bus.
3. Remain seated in your own seat.
4. Keep your hands, feet and all objects to yourself and inside the bus.
5. No fighting, loud behavior, or inappropriate language.
6. Do not eat or drink on the bus.
7. Do not possess or use hazardous/nuisance items or prohibited chemicals.

Safety code violations will be handled in the following manner:

FIRST VIOLATION

Verbal and/or written warning. If the violation is of such a serious nature that the student's continued presence on the bus poses immediate and substantial risk to the health, safety and welfare of him/her and/or other passengers, riding privileges may be revoked immediately.

SECOND VIOLATION

Removal from bus riding privileges for up to one week.

THIRD VIOLATION

Removal from bus riding privileges, for two weeks or remainder of the school year, depending upon the seriousness of the violation.

CLOSED CAMPUS

All lunch periods will have closed campus. Students are to remain in the cafeteria until their lunch period ends. Food may not be ordered or delivered to South St. Paul High School.

EMERGENCY DRILLS

It is important that students regard emergency drills seriously and know the procedure to follow in case of an actual emergency. Teachers will inform students as to the exit route from each classroom and directions will be posted near the door. Disciplinary action will follow if students willfully do not follow safety drill procedures.

FOOD SERVICE: BREAKFAST AND LUNCH INFORMATION

FREE Breakfast and Lunch for all students

Thanks to the Minnesota Legislature, districts are able to offer school meals free of charge to all students for the 2023-24 school year. Through the waiver, districts will continue to receive meal reimbursement dollars from the federal government to help cover the costs of the student meals.

Even though school meals will be provided free of charge for the 2023-24 school year, SSPPS strongly encourages ALL families to still complete the annual Educational Benefits Application regardless of income or eligibility. By completing the application, your student and family may be eligible for a variety of discounts through SSPPS like free/reduced athletic/activity fees as well as many other discounts. See Educational Benefits Application (Free/Reduced Priced Meals) section below or visit our website for more information on available discounts and how to apply.

Breakfast is served Monday through Friday from 7:30 - 7:50 AM.

ORDERING OF FOOD/DROPPING OFF FOOD: Students may not order food from commercial vendors/restaurants. Food delivered from commercial vendors will be held until the end of the school day and school consequences may be assigned. Parents/Guardians are discouraged from dropping off food from outside vendors/restaurants.

HOMEWORK

We believe learning should go beyond the limitations of the school building and school day and extend into the home and community. Effective use of homework helps students to be more effective learners and high achievers while promoting student independence and responsibility. We define homework as tasks assigned to students that are meant to be carried out during non-school hours. Assignments may include materials already taught as well as assignments meant to prepare students for upcoming lessons.

MEDIA CENTER

You are welcome to use the various materials in the media center: books, films, tapes, magazines, newspapers, computers, etc. The staff will help you if you have questions about the use of the facility or if you need help in finding materials. Students coming to the media center during the school day need a pass from their teacher. Students wishing to use the media center after school do not need a pass. Seniors with materials not returned or paid for will not receive a diploma. Be sure to check materials out before taking them from the area. Magazines and reference books are to be used only in the media center. Failure to return borrowed items, when due, will result in the suspension of borrowing privileges. Lost or damaged materials must be paid for by the student.

Hours: The media center will be available from 7:15 AM to 3:30 PM daily.

LOCKERS

Students are expected to use only the locker assigned to them and are responsible for all contents within the locker. Money and other valuables should not be brought to school. The school district assumes no responsibility for finding or protecting items contained within a locker. If the locker is damaged in any way the student will be charged.

School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for students.

Inspection of the interior of lockers may be conducted by school authorities, for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules.

PERSONAL PROPERTY

Personal property should be marked with a marking pen or with a label. Articles are much more likely to be returned to the proper person if they are marked clearly. Students are advised not to bring expensive items to school.

PHYSICAL EDUCATION INFORMATION

Information will be given to you by your physical education teacher regarding appropriate attire. All physical education clothing should be labeled. Students taking physical education are required to bring their own padlock. Students will not be excused from physical education classes for more than two physical education periods unless they have a note from the doctor.

PLEDGE OF ALLEGIANCE

It is Special School District 6 policy to recite the Pledge of Allegiance during school. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students must respect another person's right to make that choice. (Minn. Stat. 121A.11, subdivision 3 (c)).

POST SECONDARY TESTING INFORMATION

The tests that may be used for college admission and/or scholarships include: Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT) and American College Testing (ACT).

Students may take the ACT and SAT as juniors or seniors. The PSAT must be taken during the junior high year if a student wishes to be considered for the National Merit Scholarship Program.

SCHOOL DANCES

Dance times for students in grades 9 through 12 will be announced. Guests are allowed for Mistletoe and Prom. All guests must be registered with the assistant principal.

DANCE POLICY

1. Students are expected to follow all school regulations and behavior expectations. There will be disciplinary consequences for violations.
2. A student or guest whose behavior does not meet acceptable standards including but not limited to, fighting, alcohol or drug use may forfeit their privilege to participate in school sponsored dances for the next three consecutive dances (PROM INCLUDED - NO EXCEPTIONS.)

3. A guest is the responsibility of the accompanying South St. Paul Secondary student. If a guest violates the South St. Paul Secondary Dance Policy of no alcohol and tobacco, their privilege to participate in school sponsored dances for three consecutive dances (PROM INCLUDED– NO EXCEPTIONS).
4. All students attending a dance must present a South St. Paul Secondary student picture I.D. at the door. If a South St. Paul Secondary student does not have a student ID, they must fill out a form in the office by the Wednesday prior to the dance. When the form is completed, the student will be given a verification letter on Friday. The student must bring this verification letter to the dance to be admitted.
5. Students bringing a guest from another school must submit a “Guest Request Form” by 2:00 PM the Wednesday prior to the dance. “Guest Request Forms” are available in the high school office.
6. Students bringing a guest must accompany the guest and the guest must present a picture I.D. at the door.
7. A guest must be currently enrolled in high school or have graduated high school the prior spring.
8. Once students and guests are admitted to a dance, they cannot leave and be readmitted.
9. 6th, 7th and 8th grade students are not allowed to attend Homecoming or Mistletoe dances.

General Dance Rules

1. No guests from outside the district.
2. No ID/No admittance.
3. Students will need to be in school at least 50% of the school day the day of the dance, or the day prior if the dance is on a Saturday, this follows the same guidelines as MSHSL rules
4. If a South St. Paul Secondary student does not have a student ID, they must fill out a form in the office by the Wednesday prior to the dance. When the form is completed, the student will be given a verification letter on Friday. The student must bring this verification letter to the dance to be admitted.
5. No one will be admitted after 8:45 PM
6. When a student leaves the dance, they will not be readmitted.

Prom Rules:

1. No 6th, 7th, 8th, or 9th graders will be allowed to attend PROM.
2. 10th graders can attend only if asked to be a guest by an 11th or 12th grader.
3. Students will need to be in school at least 50% of the school day the day of the dance, or the day prior if the dance is on a Saturday, this follows the same guidelines as MSHSL rules
4. No guests over 20 years of age can attend PROM.
5. School administrators have the right to deny any guest.

STUDENT PARKING

Students are allowed to park on Kaposia Boulevard and on the south side of 3rd Street between 9th and 6th Avenues from 6:50 AM to 4:00 PM. Special School District #6 accepts NO responsibility for loss of personal property or damage to your car in the school parking lot. Keep your car locked and do not leave valuables in it. Vehicles that are illegally parked, parked outside of designated areas in the SSPS lot, may be booted (\$30 – 1st offense, \$60 – 2nd offense, \$90 – 3rd offense). **The fine must be paid before the boot will be removed. (Please see District Policy #527).**

STUDENT VISITOR

Students may visit our school if they are interested in enrolling. The host student must pick up a permission form from the high school office two days in advance of the visit. In order to receive a permission form, you must present a written note from your parent(s)/guardian(s). The permission form must be signed by all of your teachers and returned to the office for the administration approval. If this procedure is not followed, you will be denied permission.

Please note:

1. Students may have only one visitor at a time.

2. Visits will not be allowed during the first weeks of a grading period and the days immediately preceding holidays or the final 2 weeks of a grading period.
3. Visitors over school age are not allowed.
4. No visitor will be granted a pass after first period.
5. A maximum of two visitors per day per grade.
6. Visits should be for only one day.
7. Visitors from neighboring schools, who are on vacation, will not be allowed.
8. Uncooperative visitors will be asked to leave.

UNAUTHORIZED VISITORS

The Trespassing statute (MN Stat. 609.609) contains a provision making it a gross misdemeanor for a group of three or more persons to be found in the school building after 2:50 PM unless the persons:

- 1) are enrolled students or their parent(s)/guardian(s);
- 2) have reported to the school office or have permission to be in the building;
- 3) are attending an event to which the public is or the individuals are invited.

Students who are in the building after 2:50 PM may be given a “No Trespassing” letter issued by the South St. Paul Police Department. The letter will state that the student(s) are not to be on school grounds without their parent or permission from the administration for up to one calendar year from the time the ticket is issued. Consequently, students who are caught trespassing will receive a ticket by the police and may receive school consequences for the violation. Consequences may vary depending on the situation with out of school.

INFORMATION TECHNOLOGY



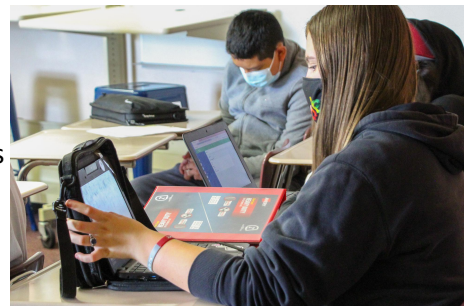
Use of the Internet as an effective and engaging tool for learning is well established. The broad audience and scope of student Internet publication and activities warrants the following Information Technology Acceptable Use Agreement. *School Board Policies that may apply include but are not limited to: 512 School-Sponsored Student Publications and Activities; 514 Bullying Prohibition Policy; 515 Protection and Privacy of Pupil Records; 519 Interviews of Students by Outside Agencies, 523; Student Conduct Policy and Standards of Conduct; 526 Hazing Prohibition; and 474 Information Technology Acceptable Use Policy.*

TEXTBOOKS

Textbooks are furnished by the school district. Lost or damaged books must be paid for by the student to whom they were checked out. The school will charge an appropriate replacement fee for textbooks, workbooks or library books lost or destroyed by students.

TECHNOLOGY/DEVICES

All students are expected to use their school-issued device in every class, every day. Students can bring their own technology if it meets the minimum standards (posted on our website under Students—BYOT). Students will be accessing online learning materials, and in some cases, will be using online textbooks instead of traditional textbooks. For devices furnished to students by the school district, the cost of repairs for damaged, lost or stolen devices must be paid by the student to whom the device was checked out. There is insurance available for families to purchase to help cover minor, accidental damages that may occur. Daily in-school checkout devices are available in the Media Center until fines have been paid in full or arrangements have been made with the Assistant Principal.



STUDENT ACTIVITIES

Forms Required for Participation in Athletics & Activities

- **Parental Permit and MSHSL Form:** These signed documents must be completed and turned in prior to participation and will be kept on file in the Activities Office.
- **Transportation Agreement Form:** This signed document must be completed and turned in prior to participation and will be kept on file in the Activities Office.
- **Physical Examination (where applicable):** A physical exam is required the first year of participation and every three (3) years thereafter. The physical form must be completed by the physician and submitted to the Activities Office prior to participation. The form will be kept on file in the Activities Office.
- **Emergency Medical Authorization:** Each participant's parents or legal guardians shall complete an emergency medical authorization card giving permission for treatment by a physician or hospital when the parents or guardians are not available. The card must be completed and turned in prior to participation and will be kept in the team medical kit for availability at all practices and contests.
- **Insurance Waiver:** The school district does not carry insurance to cover student athletic and co-curricular injuries.



If a participant's parents or legal guardians feel they have adequate insurance coverage in the event of an injury, and therefore will not hold Special School District #6 liable for any costs, a waiver must be signed and returned with all other activity registration information.

As a service to the students and their families, the school district makes available a student accident insurance plan for participants in both athletic and co-curricular activities at a very nominal cost. For more information, please contact the Activities Office.

For more information regarding activities and athletics please visit <https://www.sspps.org/athletics>.

Guidebook Signature Sheet 2023-2024 School Year

Teacher's Name: _____ (print)

Student's Name: _____ (print)

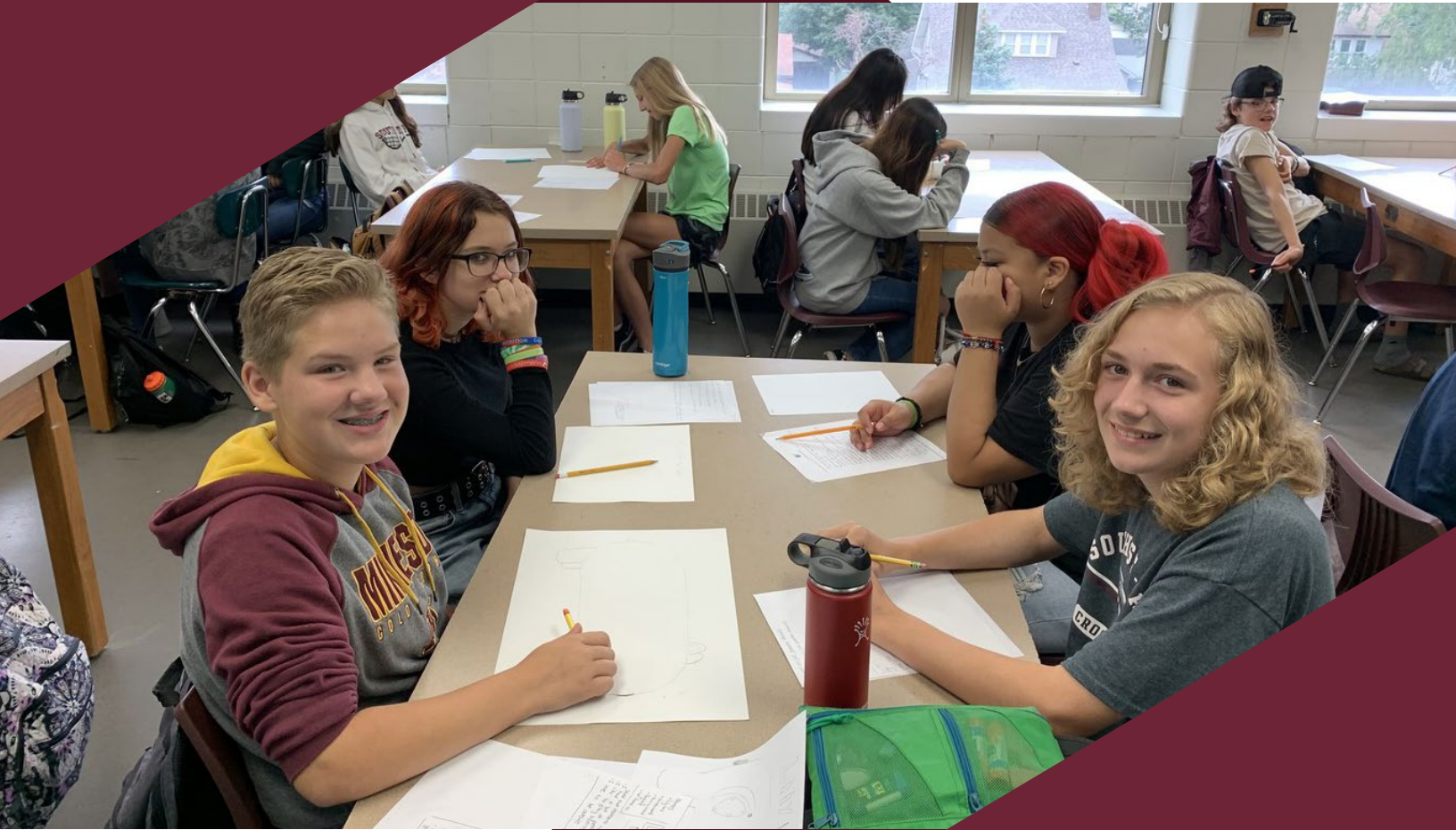
Grade: _____

Date: _____

I have received a copy of the student guidebook, and I understand that it is my responsibility to access the handbook and read it. I understand that it is also my responsibility to abide by all of the District's policies, as they are presented on the District's website at www.sspps.org. Students should pay particular attention to the policies in Section 500 which specifically pertains to students. I must ask questions if I do not understand current policies or a portion of the handbook. I understand that I will be held accountable to the District's policies.

Student Signature: _____

South St. Paul
Public Schools



SOUTH ST. PAUL MIDDLE SCHOOL

STUDENT GUIDEBOOK

2023-2024

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OUR MISSION (our core purpose)

Ignite a passion in every learner to inquire, continuously improve and engage in changing our world.

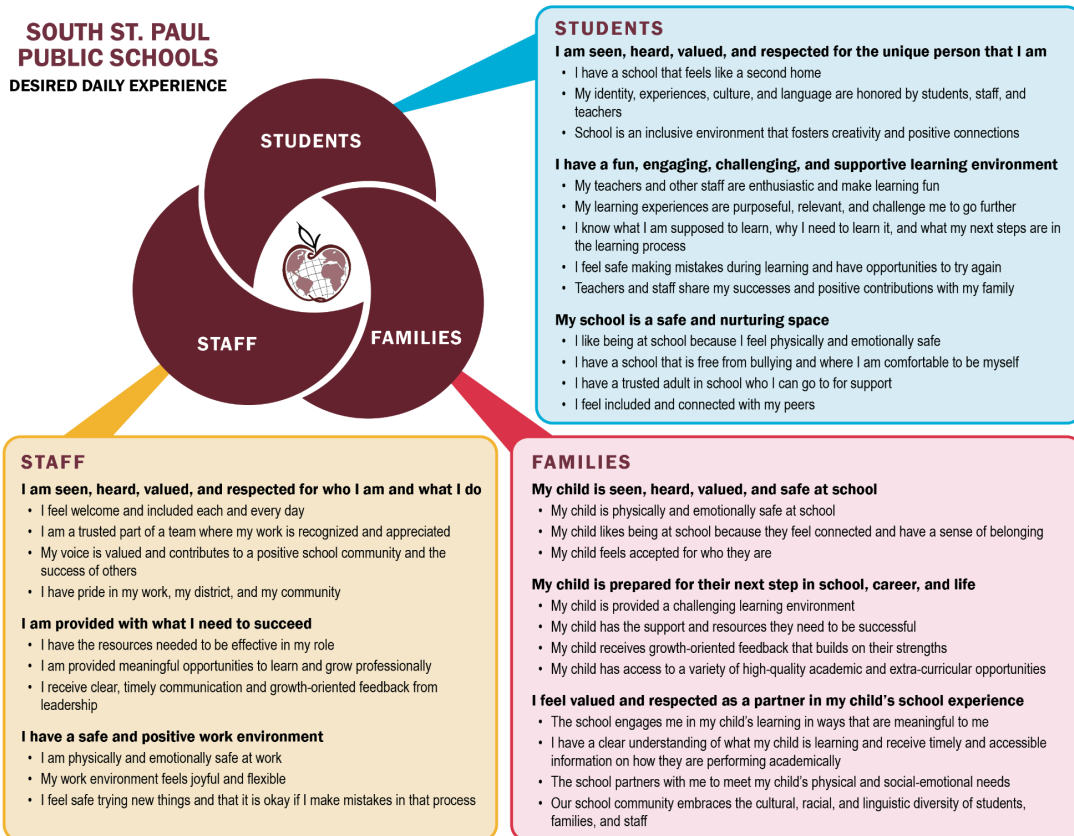
OUR VISION (what we intend to create)

- Prepare each and every student for their next step
- Provide high quality , individualized programs, services and personalized learning for all ages and stages of a learner’s life
- Build capacity in our learners to exemplify the IB Learner Profile
- Partner with our families and community to develop shared ownership of student outcomes and family learning needs
- Ensure students and families have reliable and regular access to technology for accelerated learning

OUR STRATEGIC DIRECTIONS (how we will get there)

- Develop** systemic student support services in each school and classroom
- Promote** ownership of learning by students and staff through an engaging environment and professional development
- Secure, sustain and allocate** resources to meet student needs
- Strengthen** family connections and engagement
- Partner** with community and businesses to leverage local resources

Desired Daily Experience



EQUAL OPPORTUNITY STATEMENT

It is the policy of the South St. Paul Special School District No. 6 to provide equal educational opportunities to all persons regardless of race, color, creed, religion, national origin, sex, age, marital status and status with regard to public assistance or disability (except when sex and non-disability may be a bona fide consideration).

SOUTH ST. PAUL PUBLIC SCHOOLS STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

- **You have the right** to be treated with respect and dignity by your fellow students, teachers and other school employees without regard to race, religion, sex, age, disability or family structure.
You have a responsibility to treat your fellow students and all school employees with respect.
- **You have the right** to be treated as a unique individual with different needs, learning styles and abilities.
You have a responsibility to complete assignments to the best of your ability and to adapt to different teachers and teaching styles.
- **You have the right**, along with your family, to participate in decisions affecting your educational program.
You and your family have a responsibility to actively participate in conferences and meetings held on your behalf.
- **You have the right** to a comprehensive curriculum.
You have a responsibility to take advantage of the curriculum.
- **You have the right** to expect a building environment that is safe, clean and comfortable.
You have a responsibility to do your part in maintaining the safety, cleanliness and comfort of that environment.
- **You have the right** to attend classes where dedicated, caring teachers are well prepared to teach.
You have a responsibility to be well prepared to learn.

**SOUTH ST. PAUL SECONDARY BUILDING
STUDENT - FAMILY - TEACHER
Compact for Student Success**

Families and schools are partners in education. We all need to work together to ensure that our students gain the most from their middle school experience.

STUDENTS WILL:

- Attend school on time every day.
- Respect themselves, their teachers and classmates, and be a cooperative learner.
- Prepare for class daily and complete homework on time.
- Give their best effort to school work and seek assistance when needed.
- Inform their families/family about their school progress and other important information.

FAMILIES WILL:

- Send students to school appropriately dressed, prepared to learn and on time every day.
- Provide a healthy home environment including adequate sleep, nutrition, and school supplies.
- Provide daily time for homework or study.
- Encourage and praise each student's learning efforts.
- Communicate with teachers and support their homework policies and classroom expectations.

TEACHERS WILL:

- Have high expectations of success for all students.
- Provide a safe and positive learning environment.
- Teach and motivate students to the best of their abilities.
- Respect and address each student's individual needs and encourage individual talents.
- Communicate with families regarding student progress and work cooperatively on student issues when needed.

BETTER TOGETHER!

SOUTH ST. PAUL SECONDARY

700 Second Street North, South St. Paul, MN 55075

Main Office: (651) 457-9408 | Fax: (651) 457-9455 | Staff Voicemail: (651) 552-5580

Office Hours: 7:00 AM – 4:00 PM

Student School hours: 7:50 AM-2:25 PM

Doors open at 7:30 AM

www.sspps.org

OFFICE INFORMATION

Academics & Administration

Building Principal	Leah Bourg	306-3659
Principal's Secretary	Joleen Macioch	457-9410
Assistant Principal	Julian Stanke	457-9405
School Counselor	Brooke Wood	306-3693
School Counselor	Jim Bierma	306-3688
Student Support Specialist	Andrew Barter	306-3692
Multicultural Liaison	Juan Sosa	457-9490
Social Worker	Joquan Williams	TBD

Activities

Asst. Principal/Student Activities	Brady Krueger	457-9417
Sports Hotline		457-9419
Activities Office Secretary	Kris Nihart	457-9462

Attendance

To Report an Absence		457-9415
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Health Office

Licensed School Nurse	Kris Lefferts	457-9449
Health Office Assistant	Kam McPhillips/Jaqualla Wilson	457-9476

Office

Main Office		457-9408
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PARENT AND STUDENT RESOURCES

ASSISTANT PRINCIPAL

The assistant principal will be working with you in all aspects of your educational experience. They will work with all students to understand their strengths, weaknesses and to determine aptitudes, abilities, and interests. In addition, they can help with schedule changes, academic concerns and social issues.

The assistant principal also assists with a variety of issues that may be affecting your academic or emotional well-being. Appointments with the assistant principal can be made in the main office or by calling (651) 457-9408.

SOUTH ST. PAUL COUNSELING PROGRAM

The South St. Paul Counseling Program is a cooperative effort involving students, staff, families, and the community. Counselors are available to assist students in the following areas:

- Education Planning
- Career Planning
- Decision Making
- Academic Counseling
- Personal and Social Growth
- Individual or Small Group Counseling
- Parent and Teacher Consultations
- Referral Assistance to Other Programs
- Other Areas as Needed

RESOURCE OFFICER

- Provides a practical understanding of law and the legal system for students
- Creates an opportunity for a positive, meaningful, educational experience about the role of police officers
- Increases the ability of students and community members to voice their concerns
- Improves empathy for the role of the police officers
- Builds mutual trust between police, students, and community members
- Demonstrates positive interaction between police officers, other members of the school, and the community
- Strengthens school and/or community dialogue and decision making processes

STUDENT/FAMILY SUPPORT

Student support will be available to assist students and families who are in need of non-academic support.

- Resource Officer (651) 457-9463
- 360 Community Family Support Worker (651) 552-3094
- Associated Clinic of Psychology (612) 455-8643

Our school counselors and social worker can assist you in finding appropriate support from community resources.

ATTENDANCE

ATTENDANCE INFORMATION: PHILOSOPHY

The South St. Paul Secondary Building believes that regular school attendance directly relates to success in academic work, benefits students socially, provides opportunity for important communication between teacher and student and establishes regular habits of dependability important to the future of the student. The following attendance procedures are intended to be positive and not punitive. These procedures also recognize that class attendance is a joint responsibility to be shared by the student, their family, teachers and administrators. While families have the authority to remove their students from school at any time and for any reason that they choose, the school has the responsibility, under state law, to determine whether the absence is excused, and if not, to take corrective action, including disciplinary consequences.



PROCEDURES FOR ABSENCES/LATE ARRIVALS/EARLY DISMISSAL

These procedures also recognize that class attendance is a joint responsibility to be shared by students, families, teachers and administrators.

STUDENT PROCEDURES

1. If you have been absent please report to the attendance office with your excused note. The attendance office will issue you an excused pass. All of your teachers need to sign your pass.
2. If you know you will be missing school let your teachers know in advance. Work with them to make a plan for making up missing class experiences and work.
3. After 8:05 a.m., students must report to the attendance office for a pass to class. If a student arrives after 8:05 a.m., they are expected to go to class, but they are considered absent for the period.

If a student misses more than 15 minutes of a class period, they are considered absent for the class period.

4. If you become ill during the school day, you must report to the health office for proper release. If you do not report to the health office (or leave the building without prior permission from an administrator), your absence is unexcused.

FAMILY PROCEDURES

1. Call or email the Attendance Office on the day of the absence by 8:30 AM to report absence at (651) 457-9415 (a 24-hour voicemail number) or email secattend@sspps.org. **Please give the student's first and last name, reason for absence, your relationship to the student and a phone number where you can be reached.** If the school does not receive a call or email within 24 hours of the absence, the absence will automatically become an unexcused absence.
2. Notify the Attendance Office if your student will be gone for any reason.

3. Notify the Attendance Office by phone call or email if your student is to leave early for an appointment.

SCHOOL PROCEDURES

1. The secondary building has implemented an automated attendance alert calling system. This system will automatically place two phone calls to the families/guardians, one in the morning and one in the afternoon, to notify them of their child's absence regardless if the absence has been phoned in or not.
2. All absences are considered unexcused until verification can be made.
NOTE - When checking your student's attendance online, please realize that the attendance will appear as unexcused until the office staff has logged the call or email from the family.

EXCUSED AND UNEXCUSED ABSENCES

When a student is absent from class, the student is expected to complete missed work and assignments. The MAKE-UP WORK POLICY applies to any absence. Students will have an equal amount of time to turn in make-up work as the time absent. For example, for a one-day absence, the student will have one day to turn in make-up work. Any work not completed within this period shall result in No Credit (NC) for the missed assignment.

MAKE-UP WORK

Following an absence, it is the responsibility of the student to inquire about assignments and to complete course work assigned. Students are expected to complete any missed assignments and assessments that result from an absence. Generally, students are given one (1) day to make-up work missed during a one-day absence. (The exception to this rule is when a test or assignment has been announced in advance while the student is in attendance and then they miss the day of the test or the date the assignment is due. In such cases, the student may be required to take the test and/or hand in the assignment the first day back in school).

EXCUSED ABSENCE DEFINITION

Any absence that is authorized by the family or school. Excused absences fall under these categories:

1. Family emergencies (serious family illness, injury or death)
2. Medical appointments (the school reserves the right to verify)
3. Student illness
4. School approved activities
5. Required court appointments
6. Pre-approved absences by the administration including family vacations
7. Religious holidays or religious release time
8. Suspension
9. Tournaments approved by the Activities Office

UNEXCUSED ABSENCE DEFINITION

All absences not authorized by the family or the school. Unexcused absences fall under these categories:

1. Miss the bus/car trouble
2. Oversleeping
3. Babysitting
4. Running an errand
5. Skipping a class/leaving the building without a pass
6. Parent not calling in for the student
7. Jobs outside of school

8. Tournaments not approved by the Activities Office

CONSEQUENCES OF UNEXCUSED ABSENCES

Any student who exceeds seven (7) unexcused absences in any class period is placed on a truancy/chronically absent monitoring list from Dakota County. An administrative conference will be held among the principal, student, adult family member(s) and teacher. There will be an appeals process to review the absences for any unusual circumstances and to document absences for doctor or other specialist visits.

Families will be contacted and a plan will be made. School based consequences may include:

1. Detention
2. Counseling Services
3. Lunch Detention

THE APPEAL PROCESS

An appeals process is in place for students/families/guardians that feel extenuating circumstances should be considered prior to denying credit or. The appeals group will consist of teachers and an administrator. A good practice to follow is to ask for notes from your doctor, dentist, etc. at the time of any appointment for future documentation. Special exceptions will be made for students with serious injuries, long term illnesses, family emergencies, or school approved absences.

TARDINESS

Definition: If a student is not IN the classroom and prepared to begin class at the designated start time for the class, the student is tardy.

South St. Paul Secondary uses a bell system. Students are required to keep track of time and are considered tardy if they are not in the classroom when the class period begins. Tardy Sweeps will be done periodically by the administration. Students are always expected to report to class no matter how much time is remaining in the class period.

If a student is tardy without a pass 8 times, they will be asked to serve a 1- hour detention to make up the time. During the detention, students will have a grade check with a teacher or paraprofessional. The student will do school work. The administration will work with families to schedule the detention. Detention will take place after school on Tuesday or Thursday, or before school on Wednesday.

Families will be consulted and communicated with before detention is assigned. The idea behind assigning detention to chronically tardy students is to emphasize that class time is important. We will work with families and students so that students are supported in getting to class on time.

ACADEMIC INFORMATION

SPECIAL EDUCATION SERVICES

Children with disabilities are eligible for special education and related services from birth to age 21 as defined in federal law, P.L. 101-476, Individuals with Disabilities Education Act (IDEA) and Minnesota State Board of Education Rules, Chapter 3525.0200. Families can expect their referral to be processed by the Child Study team

in a timely manner and according to due process requirements. Contact the Assistant Principal or Director of Special Services, Shauna Bock at (651) 457- 9466 for further information and assistance.

HOME SCHOOLING

The South St. Paul Public School District recognizes the right of the parent(s)/guardian(s) to decide the appropriate educational setting for their child. This may include the option of homeschooling. Homeschooling is an option for the parent(s)/guardian(s) to be the sole provider of the education of their child in all subjects. The only situation where an exception would be made is if a family objects, for religious reasons, to the course content in a health education class. In this case, health education could be taught as a single home schooled course, with all other courses taken at the school. In choosing this option, the adult family members are responsible for meeting the requirements as prescribed by the State of Minnesota. If you are interested in this option, an information packet is available from the district office.

REGISTRATION AND SCHEDULES

SCHEDULE CHANGES

All requests for schedule changes should be made before school begins in the fall. The only schedule changes that will be made after school starts are those that must be made due to an error made in a student's schedule or changes that have the approval of the administration. **No schedule change requests made by students or families will be made after the first week of the semester.**

DAY ONE/DAY TWO CLASSES

The start of each semester begins with a Day One course. In the event of school cancellation or other unforeseen events we will continue with the regular student schedule as if there was no interruption.

WITHDRAWALS

Any family planning to withdraw their student from school for any reason must meet with a building administrator before the last day of attendance. The student will be given a check-out form that must be completed before they leave the building. An official transcript will be mailed upon request to the school to which the student is transferring after completion of the withdrawal form.

ACTIONS SUBJECT TO DISCIPLINE AND GUIDELINES

SOUTH ST. PAUL STUDENTS STANDARDS OF CONDUCT

Discipline should not be confused with punishment. The goal of discipline is to teach and practice socially acceptable standards of conduct. Disciplinary policies within the secondary building shall be enforced within general guidelines. The MAXIMUM administrative actions are expulsion and exclusion.

For more information regarding Actions Subject to Discipline and Guidelines, please refer to the 2023-2024 [Student Rights and Responsibilities Handbook](#).

It is the policy of the South St. Paul School District to provide a safe learning environment for all students. If a student violates a rule or provision in this Student Handbook, School Board Policy Number 523, or any other School District rule or policy, discipline may be imposed. The listing of consequences for offenses below is meant

to be a guideline and does not imply or require that the minimum be used before a more severe consequence is imposed. Depending on the nature and severity of the violation, the administrator may choose a more severe consequence.

DISCIPLINARY ACTION MAY INCLUDE, BUT IS NOT LIMITED TO THE FOLLOWING:

- Meeting with the student
- Meeting with the teacher and administration
- Meeting with coach, activities director and administration
- Loss of school privileges
- Schedule adjustment
- Modified school programs
- Financial restitution
- Referral to police or appropriate authorities
- Removal from class
- Detention
- Exclusion
- Suspension
- Expulsion
- Homebound

SUSPENSION

The administration has the option of suspending a student for serious infractions of school rules. Students who are suspended from school are not allowed to attend or participate in any school function, and must remain off the school grounds during the entire time of suspension. Violation of this may result in the administration contacting the South St. Paul Police Department and charging the student(s) with trespassing.

EXPULSION

Expulsion normally occurs after other disciplinary interventions have failed. A student may be expelled from regular school attendance following an appropriate school board hearing. Expulsion procedures shall include written notification of the hearing, a statement of the charges to be proved, the right to legal counsel, and receipt of a written copy of the findings and decision. Expulsion proceedings can take place upon the student's actions or behavior which undermine good school order; actions which pose a threat to the general welfare of the school; conduct which threatens or violates the physical or emotional well-being and safety of other students or school personnel; actions which constitute flagrant disobedience, insolence or insubordination in direct defiance of reasonable rules and regulations; and actions which deprive other students of an opportunity to pursue their own education. An expulsion from school may be imposed by the school board upon the recommendation of the principal or superintendent for a period or more than ten days up to one full academic year. Hearings will be conducted in accordance with the Minnesota Pupil Fair Dismissal Act.

In accordance with the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40 through 121A.56, a student may be excluded or expelled from school for any of the following grounds:

1. Willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school.

TENNESSEN NOTICE-When students commit an offense that will result in a disciplinary action or exclusion or expulsion, students are not legally required to provide any information during the interview. The purpose of the

interview is to find out the facts and impose proper discipline. Information provided is expected to be accurate. Information received during the investigation may be used to inform families/guardians, MSHSL, police or other necessary authorities.

HEALTH SERVICES

HEALTH OFFICE

If your child becomes ill or is injured during the school day, the health office will notify the family so arrangements can be made for the student to go home. Emergency information cards are essential and must be kept current. Adult family members' home and work phone numbers are required. No student will be allowed to walk or drive home without the permission of an adult listed on the emergency card. Please notify the school of changes.

HEALTH SERVICES

The health office is located on the first floor near the commons area. The health office is used as an emergency center to give proper care to students who have had an accident or become ill at school.

A nurse is not allowed by law to give medication or treatment except under the direct order of a physician. Students are not to come to school when they are ill nor should they expect injuries that occur at home to be cared for in school. If a student becomes ill or injured during the day, they should ask the teacher for a pass and report to the health office.

PLEASE NOTE: A student who becomes ill in school may not leave the school building unless a health office staff member gives permission. Once the student has been released from school the family is responsible.



HEALTH OFFICE GUIDELINES TO PROMOTE A HEALTHY ENVIRONMENT FOR ALL STUDENTS AND STAFF

1. Always keep your child at home if his/her temperature is 100 degrees or higher. Temperatures should be normal for 24 hours before he/she returns to school. Students with a temperature of 100 degrees or above cannot stay in school and parent(s)/guardian(s) will be notified that they must provide transportation home.
2. Please notify the health office if your child develops a communicable disease. **NOTE:** If you take your child in for a throat culture, DO NOT send them back to school until the results come back negative or they have been on antibiotics for 24 hours.
3. If your child has been vomiting and/or experiencing diarrhea, please keep them home until 24 hours after the last episode.
4. If your child has a rash that you do not know the cause, and it might be disease related, please check with your family doctor before sending them to school.
5. If your child has activity limitations or needs to be excused from physical education for longer than 2 days, bring a doctor's note to the health office. Your child will be given a pass by the health office staff to excuse the child from the activity and provide an alternate assignment.

6. If a vision or hearing screening is warranted , the district may provide the appropriate screening. If a family does not want their child screened they need to contact the school nurse to opt out.
7. In an extreme emergency, an ambulance will be called and your child will be taken to the nearest hospital. This will be billed to the family.
8. Minnesota State Law will be enforced regarding required immunizations. Please contact the Health Office at 457-9449 or 457-9476 if you have any questions about your child's immunization status.
9. Adult family members of students requesting that any prescription or over the counter medication be administered during school hours by school personnel are required to provide:
 - a. A written release for the administration of medication,
 - b. A signed statement from the licensed prescriber stating the name, dose, and frequency of the medication to be given,
 - c. Medication in the original container or pharmacy-labeled container.

Secondary students may self-administer and self-carry nonprescription, over-the-counter, pain-relieving medication during the school day provided that:

- A. A written request by parent/guardian stating the name, dose, and frequency of the medication has been provided to the school;
 - B. The medication is brought in the original container and used in a manner consistent with the label;
 - C. The medication does not contain ephedrine or pseudoephedrine.
- The district may revoke a student's privilege to possess and use nonprescription pain relievers if the district determines that the student is abusing the privilege.

INSURANCE

The school district does not carry insurance to cover student injuries.

GENERAL INFORMATION

ADDRESS CHANGE

If you have a change of address or telephone number, please report this to the middle school office.

AGE OF MAJORITY

All students, regardless of age, are required to follow the rules and regulations of South St. Paul Middle School. The age of majority in Minnesota is eighteen (18) years of age.

ANNOUNCEMENTS

Announcements will be read each day (except Wednesdays) in Connections class. Students requesting an announcement must work with a teacher, coach or advisor. In addition, information can be found in display cases. **(Please see District Policy #505).**

BUS SAFETY

School bus safety guidelines as established by the bus company are:

1. Follow the directions of the bus driver.
2. Stay out of the danger zones outside the bus.
3. Remain seated in your own seat.
4. Keep your hands, feet and all objects to yourself and inside the bus.
5. No fighting, loud behavior, or inappropriate language.
6. Do not eat or drink on the bus.
7. Do not possess or use hazardous/nuisance items or prohibited chemicals.

Safety code violations will be handled in the following manner:

FIRST VIOLATION

Verbal and/or written warning. If the violation is of such a serious nature that the student's continued presence on the bus poses immediate and substantial risk to the health, safety and welfare of them and/or other passengers, riding privileges may be revoked immediately.

SECOND VIOLATION

Removal from bus riding privileges for up to one week.

THIRD VIOLATION

Removal from bus riding privileges, for two weeks or remainder of the school year, depending upon the seriousness of the violation.

CLOSED CAMPUS

All lunch periods will have closed campus. Students are to remain in the cafeteria until their lunch period ends.

EMERGENCY DRILLS

It is important that students regard emergency drills seriously and know the procedure to follow in case of an actual emergency. Teachers will inform students as to the exit route from each classroom and directions will be posted near the door. Disciplinary action will follow if students willfully do not follow safety drill procedures.

FOOD SERVICE: BREAKFAST AND LUNCH INFORMATION

All students receive one free breakfast and lunch each day. Menus are posted within the school building, and are available online at <https://www.sspps.org/department/nutrition>.

Breakfast is served Monday through Friday from 7:30 - 7:50 AM.

Educational Benefits Application

All SSPPS families are asked to complete the Educational Benefits Application, regardless of income or eligibility. **A new application must be submitted each year.** By completing the application, your student and family may be eligible for a variety of discounts through SSPPS like free/reduced athletic/activity fees, as well as many other discounts.

Ordering or drop off of food: Students may not order food from commercial vendors/restaurants. Food delivered from commercial vendors will be held until the end of the school day and school consequences may be assigned. Parents/Guardians are discouraged from dropping off food from outside vendors/restaurants.

HOMEWORK

We believe learning should go beyond the limitations of the school building and school day and extend into the home and community. Effective use of homework helps students to be more effective learners and high achievers while promoting student independence and responsibility. We define homework as tasks assigned to students that are meant to be carried out during non-school hours. Assignments may include materials already taught as well as assignments meant to prepare students for upcoming lessons.

MEDIA CENTER

You are welcome to use the various materials in the media center: books, films, tapes, magazines, newspapers, computers, etc. The staff will help you if you have questions about the use of the facility or if you need help in finding materials. Students coming to the media center during the school day need a pass from their teacher. Students wishing to use the media center after school do not need a pass. Seniors with materials not returned or paid for will not receive a diploma. Be sure to check materials out before taking them from the area. Magazines and reference books are to be used only in the media center. Failure to return borrowed items, when due, will result in the suspension of borrowing privileges. Lost or damaged materials must be paid for by the student.

Hours: The media center will be available from 7:15 AM to 3:30 PM daily.

LOCKERS

Students are expected to use only the locker assigned to them and are responsible for all contents within the locker. Money and other valuables should not be brought to school. The school district assumes no responsibility for finding or protecting items contained within a locker. If the locker is damaged in any way the student must report this to their Connections teacher right away.

School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for students.

Inspection of the interior of lockers may be conducted by school authorities, for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules.

PERSONAL PROPERTY

Personal property should be marked with a marking pen or with a label. Articles are much more likely to be returned to the proper person if they are marked clearly. Students are advised not to bring expensive items to school.

PHYSICAL EDUCATION INFORMATION

Information will be given to you by your physical education teacher regarding appropriate attire. All physical education clothing should be labeled. Students taking physical education are required to bring their own padlock. Students will not be excused from physical education classes for more than two physical education periods unless they have a note from the doctor.

PLEDGE OF ALLEGIANCE

It is Special School District 6 policy to recite the Pledge of Allegiance during school. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students must respect another person's right to make that choice. (Minn. Stat. 121A.11, subdivision 3 (c)).

PHONE POLICY & STUDENT GUIDELINES

Phones are not to be used during school. Every student is assigned a personal Yondr Pouch. This pouch is a school supply or tool to follow the rule. Students must keep their pouch in working order. If it is lost, stolen or broken, the student should report that to their teacher right away.

Any cellphone seen by staff during the school day will be confiscated, brought to the office, and an adult family member of the student will need to pick it up.

DAILY PROCESS

As students **Arrive to School**, they will:

- 1) Turn their phone off.
- 2) Place their phone inside their Pouch and secure it in front of school staff.
- 3) Store their Pouch in their bag or locker for the day.

At the end of the day, students will open their Pouch, remove their phone, close their Pouch and put it in their backpack. Students must bring their Pouch to school with them each day.

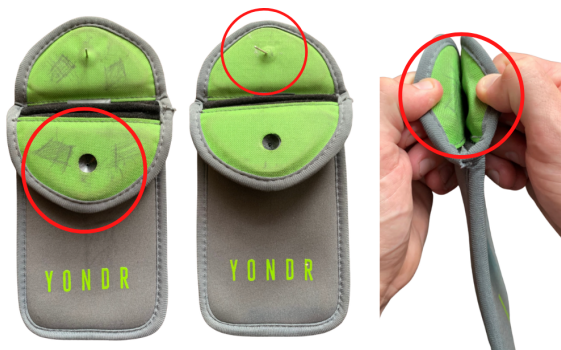
*Students arriving late or leaving early will pouch/unpouch their phones in the Main Office.

VIOLATIONS

Pouch Damage / Lost Pouch / Using Phone During School

- If a student damages their Pouch or is caught on their phone, Administration will collect the phone/Pouch and call home for a **Parent Pickup AND/OR [Community Service AND/OR \$20.00 fee for a replacement Pouch.**

Examples of damage:



- Ripped
- Cut
- Torn
- Pen/pencil marks
- Bent/cut pin
- Signs of force to black button on flap

Forgotten Pouch

If a student forgets their Pouch, **their phone will be collected and an administrator will call home to remind the family of the policy.** The phone will be returned to the student at dismissal. If a student forgets their pouch, they should tell their first hour teacher at the beginning of the hour.

If a student consistently forgets their Pouch, it is considered Lost. **Refer to the Lost Pouch policy above.**

POTENTIAL STUDENTS

If there is a student who is potentially enrolling in our school, they may contact Jenna Hart (jhart@sspps.org) in the main office to arrange a time to shadow a current student. The potential student will be paired with a current student for a half day (either morning or afternoon).

TRESPASSING

Students who are in the building after 2:50 PM without a staff member who is supervising them, may be given a “No Trespassing” letter issued by the South St. Paul Police Department. The letter will state that the student(s) are not to be on school grounds without their adult family member or without permission from the administration for up to one calendar year from the time the ticket is issued. Consequently, students who are caught trespassing will receive a ticket by the police and may receive school consequences for the violation. Consequences may vary depending on the situation.

TECHNOLOGY



Use of the Internet as an effective and engaging tool for learning is well established. The broad audience and scope of student Internet publication and activities warrants the following Information Technology Acceptable Use Agreement. *School Board Policies that may apply include but are not limited to: 512 School-Sponsored Student Publications and Activities; 514 Bullying Prohibition Policy; 515 Protection and Privacy of Pupil Records; 519 Interviews of Students by Outside Agencies, 523; Student Conduct Policy and Standards of Conduct; 526 Hazing Prohibition; and 474 Information Technology Acceptable Use Policy.*

All students are expected to use their school-issued device in every class, every day. Students can bring their own technology if it meets the minimum standards (posted on our website under Students—BYOT). Students will be accessing online learning materials, and in some cases, will be using online textbooks instead of traditional textbooks. For devices furnished to students by the school district, the cost of repairs for damaged, lost or stolen devices must be paid by the student to whom the device was checked out. There is insurance available for families to purchase to help cover minor, accidental damages that may occur. Daily in-school checkout devices are available in the Media Center until fines have been paid in full or arrangements have been made with the Assistant Principal.

TEXTBOOKS

Most classes will have an online textbook provided. Families should not expect textbooks to be coming home from school.

VISITORS

Any person who wishes to visit during school hours must receive pre approval from the Principal at least three school days before the visit. Pre approval can be requested by calling or emailing the Principal. Approved visitors must check in at the office on the day of the visit and wear a badge issued by the office for the entire time that they are in the school.

VOLUNTEERING

Volunteers are welcomed and encouraged in our school district. Volunteer opportunities are determined and communicated by the building/department administration and/or classroom teacher. All volunteers are required to complete a Volunteer Application Form and complete a background check each school year. The fee for the background check is paid by the district.

STUDENT ACTIVITIES

Forms Required for Participation in Athletics & Activities

- **Parental Permit and MSHSL Form:** These signed documents must be completed and turned in prior to participation and will be kept on file in the Activities Office.
- **Transportation Agreement Form:** This signed document must be completed and turned in prior to participation and will be kept on file in the Activities Office.
- **Physical Examination (where applicable):** A physical exam is required the first year of participation and every three (3) years thereafter. The physical form must be completed by the physician and submitted to the Activities Office prior to participation. The form will be kept on file in the Activities Office.
- **Emergency Medical Authorization:** Each participant's families or legal guardians shall complete an emergency medical authorization card giving permission for treatment by a physician or hospital when the families or guardians are not available. The card must be completed and turned in prior to participation and will be kept in the team medical kit for availability at all practices and contests.
- **Insurance Waiver:** The school district does not carry insurance to cover student athletic and co-curricular injuries.



If a participant's families or legal guardians feel they have adequate insurance coverage in the event of an injury, and therefore will not hold Special School District #6 liable for any costs, a waiver must be signed and returned with all other activity registration information.

As a service to the students and their families, the school district makes available a student accident insurance plan for participants in both athletic and co-curricular activities at a very nominal cost.

For more information regarding activities and athletics please visit our [website](#).

Guidebook Signature Sheet

2023-2024 School Year

Connections Teacher's Name: _____ (print)

Student's Name: _____ (print)

Grade: _____

Date: _____

I have received a copy of the student guidebook, and I understand that it is my responsibility to access the handbook and read it. I understand that it is also my responsibility to abide by all of the District's policies, as they are presented on the District's website at www.sspps.org. Students should pay particular attention to the policies in Section 500 which specifically pertains to students. I must ask questions if I do not understand current policies or a portion of the handbook. I understand that I will be held accountable to the District's policies.

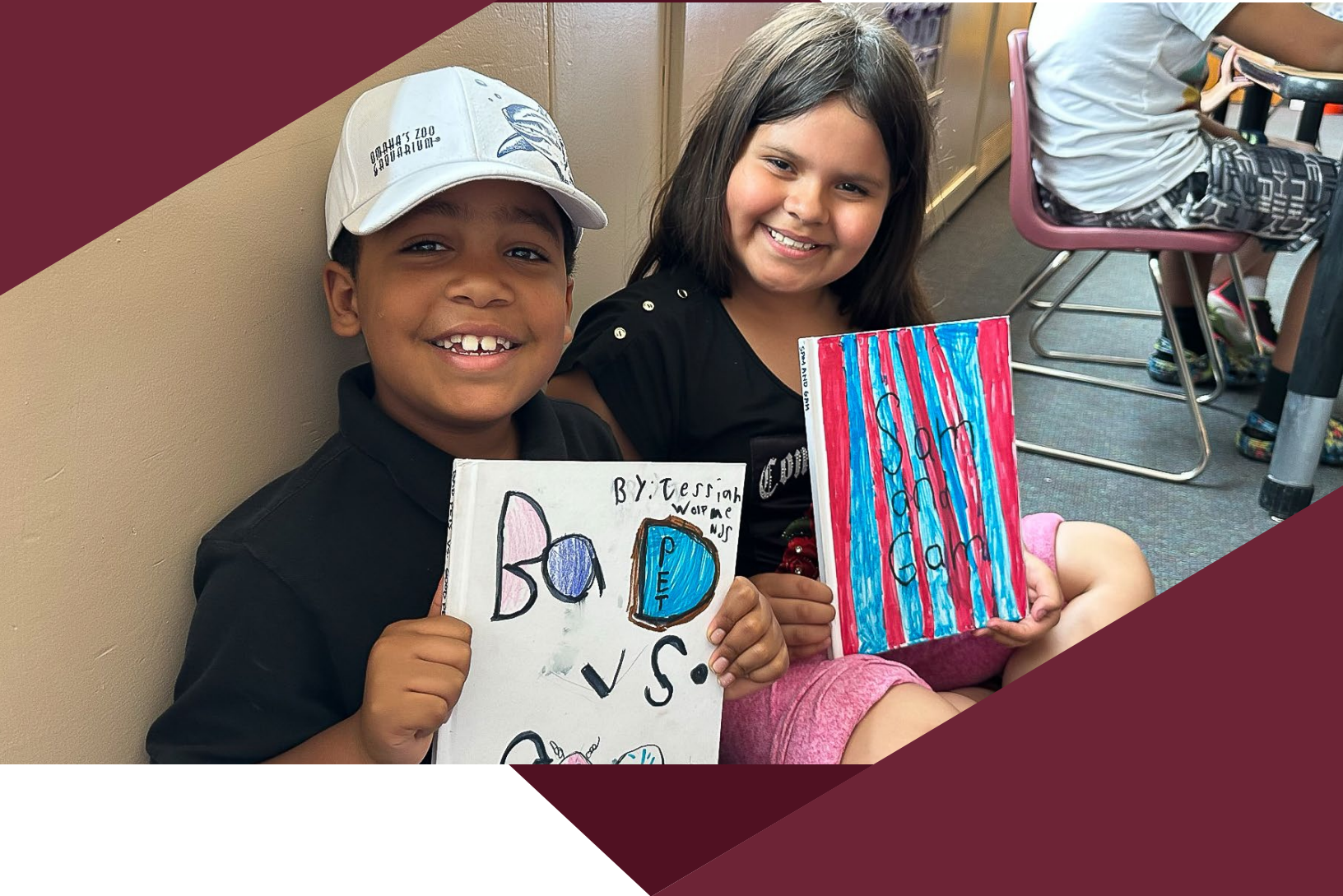
Student Signature: _____



SOUTH ST. PAUL PUBLIC SCHOOLS
MIDDLE SCHOOL STUDENT GUIDEBOOK 2023-24

middleschool.sspps.org
651-457-9408

South St. Paul
Public Schools



SOUTH ST. PAUL ELEMENTARY

FAMILY GUIDEBOOK

2023-2024

SSP Elementary School Information Guide 2023-2024

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Upon request, the district will make the SSP Elementary School Information Guide available in languages other than English. If you would like to receive this information in another language, please contact your school.

PRINCIPALS' MESSAGE

Dear South St. Paul Public Schools Elementary Families,

As elementary principals in South St. Paul Public Schools (SSPPS), we welcome you to another exciting school year. Thank you for your patience throughout the pandemic as we faced challenges none of us could have imagined. We look forward to partnering with you and your children on this educational journey as we help prepare them for their next step.

The district has overhauled its various handbooks in an effort to help enhance communications between school and home, ensure consistency of policy implementation district-wide, and provide all families with important information about the practices and protocols that are common to SSPPS elementary schools. Specifically, the purpose of this Elementary School Information Guide is to provide key information for families of students in grades K-5 at Kaposia Education Center and Lincoln Center.

Note, as SSPPS families, you will also be receiving two different handbooks, both are available online in English and Spanish at sspps.org/handbooks.

- *SSPPS Family Handbook*, mailing to all SSPPS families in September, includes required annual notifications as well as important family information about district communications, health and wellness, nutrition services, emergency school closing information, and more.
- *Student Rights & Responsibilities Handbook*, available for families at back to school events, clarify student behavior expectations and consequences.

We recognize that each SSPPS elementary school has its own unique culture and experience. However, SSPPS is committed to providing a common learning experience at both elementary schools and we aim to implement policies and procedures consistently. If you have specific questions about the contents of this Elementary School Information Guidebook or your child's school, please contact either us or our administrative colleagues.

We look forward to seeing you soon!

Sincerely,

Terry Bretoi, Principal
Kaposia Education Center

Theresa Starkman, Principal
Lincoln Center Elementary

SSP Elementary School Information Guide 2023-2024

SCHOOL DIRECTORY

Kaposia Education Center
1225 First Avenue South
South St. Paul, MN 55075

School Hours: 9:00 a.m. – 3:35 p.m.
Pick-up Students: 3:35 p.m. – 3:45 p.m.

Grab & Go Breakfast: 8:50am
Drop-off Students: 8:50 – 9:00 a.m.

Lincoln Center
357 Ninth Avenue North
South St. Paul, MN 55075

School Hours: 8:20 a.m. – 2:55 p.m.
Pick-up Students: 2:55 p.m. – 3:05 p.m.

Grab & Go Breakfast: 8:10am
Drop-off Students: 8:10 – 8:20 a.m.

MAIN OFFICE

651-451-9260
651-457-9453 (fax)

651-306-3667 (Español)
651-457-9422 (Attendance)
KECAAttend@sspps.org

Terry Bretoi
Principal
tbretoi@sspps.org

Jody Hansen
Asst. Principal
jhansen@sspps.org

Lisa Boelter
Principal's Admin Asst.
lboelter@sspps.org

Gabby Nielsen
Building Admin. Asst.
gnielsen@sspps.org

MAIN OFFICE

651-457-9426
651-457-9423 (fax)

651-306-3663 (Español)
651-457-9498 (Attendance)
LCAttend@sspps.org

Theresa Starkman
Principal
tstarkman@sspps.org

Deanne Edlefsen
Asst. Principal
dedlefsen@sspps.org

Carolyn Roe
Principal's Admin. Asst
croe@sspps.org

Kayla Ganje
Building Admin. Asst.
kganje@sspps.org

ACADEMIC SUPPORT 651-451-9260

Kim Laska
*Equity & Instructional
Coach*
klaska@sspps.org

ACADEMIC SUPPORT 651-457-9426

Jen Sexauer
*Equity & Instructional
Coach*
jsexauer@sspps.org

STUDENT SUPPORT 651-451-9260

Amber Remackel
Counselor
aremackel@sspps.org

Caitlin Carlson
Counselor
ccarlson@sspps.org

Candace Burke
*Licensed School Social
Worker.*
cburke@sspps.org

TBD
ACP Mental Health Therapist
@acp-mn.com

Daisy Medina-Cuenca
Cultural Liaison
dmedina-cuenca@sspps.org

Alicia Perez
Family Support Worker
APerez@360communities.org

SUPPORT SERVICES 651-457-9426

Heather Gysbers
Counselor
hgybers@sspps.org

Anna Claire Neu
*Licensed School Social
Worker*
@sspps.org

Cydney Bergin LGSW
ACP Mental Health Therapist
sheilbrenny@acp-mn.com

TBD
Cultural Liaison
@sspps.org

Alicia Perez
Family Support Worker
APerez@360communities.org

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HEALTH SERVICES	651-457-9424	HEALTH SERVICES	651-288-5862
Kayla Rogers <i>School Nurse</i> kayla.rogers@sspps.org	Wendy Vang <i>Health Asst.</i> wwang@sspps.org	Shawnee Krueger <i>School Nurse</i> skrueger@sspps.org	Jenny Schloesser <i>Health Asst.</i> jschloesser@sspps.org
NUTRITION SERVICES	651-457-9424	NUTRITION SERVICES	651-552-5576
Todd Hundt <i>Kitchen Mgr</i> thundt@sspps.org		Linda Nygaard <i>Kitchen Mgr</i> lnygaard@sspps.org	

DISTRICT DIRECTORY

South St. Paul Public Schools website - www.sspps.org

District Offices / Administrative Center	Early Learning & Family Education Center	SSP & TriDistrict Community Education
104 Fifth Ave South South St. Paul, MN 55075 651-457-9400	104 Fifth Ave South South St. Paul, MN 55075 651-457-9418	100 7th Avenue North South St. Paul, MN 55075 651-306-3632
Superintendent Dr. Brian Zambreno 651-457-9465	SSP Community Preschool (Kaposia & Lincoln Center) 651-457-9418	Kids Choice (School-Age Care) 651-306-3631
		South Metro Adult Basic Education (ABE) 651-457-9441
SSP Secondary School (grades 6-12)	SSP Community Learning Center (grades 10-12)	
700 2 nd Street North South St. Paul, MN 55075 651-457-9408	710 19th Ave North South St. Paul, MN 55075 651-450-9966	

Staff email: firstinitiallastname@sspps.org or firstname.lastname@sspps.org

Staff voicemail: 651-552-5580

Phone calls during student contact hours will be directed to a staff member's voicemail. Staff will respond to messages as soon as possible. Messages left after hours will be returned the following student contact day.

SSP Elementary School Information Guide 2023-2024

SSP SCHOOL BOARD

Anne Claflin

(651) 894-4187

aclaflin@sspps.org

Tim Felton

(651) 210-9956

tfelton@sspps.org

Wendy Felton

(651) 451-900

wfelton@sspps.org

Nikki Laliberte

(651) 216-0885

nlaliberte@sspps.org

John Raasch

(651) 747-7877

jraasch@sspps.org

Monica Weber

(612) 720-7222

mweber@sspps.org

DISTRICT MISSION, VISION AND VALUES

SSPPS Mission (our core purpose)

Ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.

SSPPS Vision (what we intend to create)

- **Prepare each and every student for their next step**
- Provide high quality, individualized programs, services and personalized learning for all ages and stages of a learner's life
- Build capacity in our learners to exemplify the IB Learner Profile
- Partner with our families and community to develop shared ownership of student outcomes and family learning needs
- Ensure students and families have reliable and regular access to technology for accelerated learning

SSPPS Core Values (what drives our words and actions)

- **Compassion** - *Be kind, fair and just toward all people because of who we are*
- **Equity** - *Provide equal access to opportunities in academics, student services and activities*
- **Excellence** - *Strive for the/our best in all we do with high expectations for all*
- **Integrity** - *Do the right thing even when no one is watching, and keep our promises*
- **Resilience** - *Be able to bounce back from challenges and disappointments with confidence and hope*
- **Respect** - *Honor our similarities and differences in our assumptions, inquiries, words and actions*

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SSPPS Desired Daily Experiences

Leaders from South St. Paul Schools engaged with stakeholder groups (students, families, and staff) to understand their desired daily experiences and how we can better support their needs. Based on the input we received from these groups, descriptions of the Desired Daily Experience were drafted. Visit <https://www.sspps.org/about/dde> to learn more.

BUILDING PROTOCOLS and EXPECTATIONS

ATTENDANCE

School attendance is mandatory in the State of Minnesota in order to make certain that all children acquire the necessary skills for success as adults. Establishing good attendance patterns in the elementary years is one of the best ways to ensure a student will stay in school through graduation.

COUNTY GUIDELINES

It is considered *educational neglect if a student under the age of twelve has seven unexcused absences, and will be reported to the County Social Services*. For those students under the age of 12 years, the parent(s) or legal guardian(s) are held responsible for the attendance of their child. Lincoln Center and Kaposia have set a goal of 97% daily attendance, and will be actively promoting good attendance habits.

SCHOOL PROCEDURES

If an absence has not been reported, the computerized Blackboard Connect system will attempt to call parent/guardian at home or work. A return call is expected to verify the absence. All absences are considered unexcused until verification can be made. Verification must be made within a reasonable amount of time.

PARENT/GUARDIAN PROCEDURES

Parents/guardians are to call the Attendance Line by 9:00 a.m. to report absence. Please leave the student's first and last name, teacher name/grade, reason for absence, and a name and phone number where you can be reached on the day of the absence.

SSPPS 24-hour attendance line/voicemail & email

- Lincoln Center Elementary: 651-457-9498, LCAttend@sspps.org
- Kaposia Education Center: 651-457-9422, kecattend@sspps.org

If you do not call the school or the school is unable to contact you regarding the absence, you must provide your son/daughter with a note verifying the absence. If your student will be gone

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(vacations, surgery etc.) or needs to leave for an appointment, please notify the attendance office ahead of time via a note or phone call to the attendance line.

DOCTOR NOTES

Doctor/dental/counseling appointments may require a note verifying the appointment date and time, doctor's name and number for the student. Students must check in at the Office. Please attempt to schedule doctor/dentist/counseling appointments outside of the student duty day.

When a student's absences (excused or unexcused) reach or exceed the education neglect guidelines (i.e., two or more absences per month or 12% of the membership days) the parent/guardian will receive a letter requiring a written doctor's note excusing any future absences for the school year. The doctor's note must be turned into the attendance office upon the student returning. If a note is not received within a reasonable amount of time, the illness absence will be considered unexcused.

TARDINESS

Tardiness is considered anytime a student arrives to class late without a valid reason. Every three unexcused tardies equal one unexcused absence.

Upon arriving at school after the second bell has rung, the student must report to the office for a pass. Students will not be allowed to report to class without a pass. After the second and final bell, parents must come into school to sign-in their child.

Examples of Excused Tardiness

- Illness
- Serious illness in the student's immediate family
- A death in the student's immediate family or of a close friend or relative
- Medical or dental treatment
- Court appearances occasioned by family or personal action
- Physical emergency conditions such as fire, flood, storm, etc.
- Any tardiness for which the student has been excused in writing by an administrator or faculty member

Examples of Unexcused Tardiness

- Oversleeping
- Ride did not come
- Babysitting
- Missing the bus
- Shopping
- Parent work schedule
- Out to breakfast

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- Consistent early release: Although consistently picking up a child from school does not technically equate to a tardy, a child who is consistently missing parts of his or her day can impact the child's overall education. We ask that you pick up a child early from school for emergency or a doctor/dental appointment reasons ONLY.

EXCUSED ABSENCE

The responsibility of a child being excused from school is placed on the parent/guardian. The school has the right to accept or deny an application for an excuse. Therefore, schools can develop reasonable policies for school attendance and reject invalid excuses offered by the child or parent.

When absences are excused, make-up work is expected to be completed. Students will have equal the amount of time absent to turn in make-up work. For example, for a one-day absence, the student will have one day to turn in make-up work.

Acceptable reasons for being absent as referenced in Student Attendance Policy 503:

- Illness (school may request doctor verification or that the parent brings the child to school to be seen by the school nurse)
- Serious illness in the student's immediate family
- A death in the student's immediate family or of a close friend or relative
- Medical, dental, orthodontic or counseling appointments (Please avoid school hours if possible)
- Court appearance occasioned by family or personal action
- Religious instruction not to exceed three hours in any week
- Physical emergency conditions such as fire, flood, storm, etc
- Official school field trip or other school-sponsored outing
- Suspensions are to be handled as excused absences and students will be permitted to complete makeup work
- Religious holidays

UNEXCUSED ABSENCES

Unexcused absences are those student absences which are not approved by the parent and/or school district.

Examples of absences that may be considered unexcused:

- Families taking students out of school on a consistent basis
- Any absence in which the student/parent failed to comply with any reporting requirements of the school district's attendance procedures
- Work at home

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- Vacations with family (*NOTE: Family vacations may be excused with prior arrangement. However, not all vacations are considered excused*)
- Staying home to babysit
- Oversleeping
- Missing the bus
- Lack of transportation: Vehicle is not working.
- Loss of bus riding privileges
- Too cold, or weather related - If school is in session, students are expected to be at school
- Needed at home
- Medical, dental, orthodontic or counseling appointments that do not require a full-day absence

All absences not authorized by the parent/guardian or school are considered unexcused.

- Any student who leaves school for any purpose without permission from the office will receive an unexcused absence.
- Parents/guardians may not excuse a student for leaving the building if the office has not been notified prior to the student leaving.
- Students who become ill must report to the Health Office for proper release. Failure to comply will result in an unexcused absence.
- In some cases it may be required that a verification of illness from a doctor be presented to the school.

Consequences of Unexcused Absences

Students with unexcused absences shall be subject to discipline in the following manner in accordance with [MN Statute 260C.007 Subd 19](#) Habitual Truant.

STUDENTS NOT ENROLLED

State law mandates that a school must report to County Child Protection when a student drops enrollment from their district and does not re-enroll in another educational facility.

BULLYING PREVENTION AND PROHIBITION

South St. Paul Public Schools believes that a safe and civil learning environment is needed to learn and attain high academic standards and to promote healthy human relationships.

[Policy 514 – Bullying Prohibition](#)

The act of bullying, including cyber-bullying, is prohibited on school property, at school functions, or on district transportation.

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- Bullying means intimidating, threatening or harming conduct which is objectively offensive, and
 - Creates an imbalance of power between engaging students
 - Substantially interferes with a student's ability to perform or participate
 - Any person who believes they have been a target or victim of bullying will immediately report the alleged act to a building administrator or supervisor
 - An employee with knowledge or belief of bullying conduct will immediately report the incident to a building administrator
 - The district has a defined investigative process and will take disciplinary action as necessary
 - Annually, the district will notify students, families and staff of this policy
-

BICYCLES

Students may ride bicycles to school. Students must lock their bicycle to the bicycle rack. The school will not be responsible for damaged or stolen bicycles. **Scooters, skateboards and rollerblades are not allowed due to safety and storage issues.**

HEALTH SERVICES

A Licensed School Nurse (LSN) or Registered Nurse (RN) is on staff at each elementary building during regular school hours.

If your child has a health condition that requires medical attention during the school day, please contact the Health Office to arrange a conference to discuss how these needs can be met during school hours.

RESTRICTIONS

BALLOONS (LATEX) AND FLOWERS

Balloons and flowers of any kind are **not allowed** in school due to various student allergies and the difficulty of transporting home.

COUGH DROPS

Cough drops must be provided by the family and accompanied by a permission slip. A note from the parent/guardian and the cough drops must be given to the classroom teacher.

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FIELD TRIPS

The school nurse does not accompany students on field trips. If you have specific health concerns, please talk with the school nurse to develop a health plan for field trips.

PETS

Please **do not** bring family pets into the school or on school property, for visitation/sharing. Student allergies and uncharacteristic, nervous responses by animals create health and safety concerns at school.

SELF-CARRY MEDICATION

Doctors' orders and Licensed School Nurse authorization are needed for a student to self-carry medication at school. An authorization/agreement form is available in the Health Office.

MEDICATION

District procedures and Minnesota State guidelines require the following:

1. Each year, at the beginning of the new school year, a form must be completed and placed on file with the school nurse for any student to receive any medication or medical treatments during school hours. New forms are required whenever there are changes in medications, dosages or times medication is to be given.
2. ALL medications need to be FDA approved. If there is a question about FDA approval, parents/guardians are to check with the Licensed School Nurse.
3. Medication may only be administered by a Registered Nurse (RN) or Licensed School Nurse (LSN), or in the absence of the nurse, a health assistant or someone designated by the school nurse.
4. Medication to be given in schools must be supplied in the original prescription bottle. The pharmacist should prepare a container of the medicine with the appropriate labeling for school use.
5. Written parent permission AND written physician orders are required for any prescribed or over the counter medications, including oxygen, to be given in school. The medication administration must be at the discretion of the Licensed School Nurse. Forms are available in the Health Office and online at [SSPPS.org/Page/317](https://sspps.org/Page/317).
6. All medication must be accompanied by specific instructions, including student name, medication name, dosage, time of day, and length of time needed. Medications should be given at home whenever possible.

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7. All medicine will be kept in a locked area or cabinet and dispensed in the health office, except in special circumstances, which must be approved by the school nurse.
8. For the safety of all students, it is recommended that parents bring their child's medication to the health office directly. If this cannot be done, we require a phone call to the health office alerting the staff of the amount and date the medication was sent.

MEDICAL DEVICES

Medical devices (crutches, wheelchairs, neck braces, arm/leg slings, etc) need to be provided by the family or physician and require a doctor's note indicating restrictions and length of use.

HEALTH SCREENINGS

If a vision or hearing screening is warranted, the district may provide the appropriate screening. If a parent/guardian does not want their child screened they need to contact the school nurse to opt out.

PERSONAL HYGIENE

It is the responsibility of the parent/guardians to educate their children on proper personal hygiene techniques. Elementary staff may reach out to inform families when issues of personal hygiene are affecting students negatively in school.

A HEALTHY LEARNING ENVIRONMENT FOR ALL

Ways To Promote A Healthy Environment For All Students And Staff

1. If your child becomes ill or is seriously injured during the school day, the Health Office will notify the parent/guardian so arrangements can be made for your child to be taken home. Emergency contact information must be kept current, to include home, parent/guardian work, and daycare phone numbers. A note or phone call to the Health Office about a change in work or home phone numbers is important.
2. Always keep your child at home if an elevated temperature is present. Temperatures should be normal without the use of medication for 24 hours before they return to school. Children with a temperature of 100° or above cannot stay in school, and their parents/guardians will be notified to pick them up.
3. Please notify the Health Office if your child develops a communicable disease (e.g. strep throat, chickenpox, head lice, impetigo, scarlet fever, pink eye, etc.). *Note: If you take your child in for a throat culture, DO NOT send them back to school until the results come back negative, or they have been on an antibiotic for 24 hours.*

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4. If your child has vomited or had diarrhea, please keep them home until 24 hours after the last episode.
5. If your child has any rash that may be disease related or you do not know the cause, check with your family doctor before sending the child to school.
6. Please send a note from the doctor if your child has any activity limitations or will need to remain out of physical education or indoors at recess for more than three days. Notes from parents/guardians to stay indoors because of cold weather will not be accepted unless medically ordered to do so.
7. Children should be dressed appropriately for the season and specific weather as they go outside most days for recess.
8. If your child has an accident in which their clothing has obvious blood or other bodily fluids on it, the parent will be asked to bring in a change of clothing if none is available in the Health Office. This is to keep other students and staff safe from potential contact with possible blood transmitted pathogens.
9. It is important that your child eat a nutritious breakfast every day. NOTE: Free breakfast is available for all students prior to the start of school.
10. Please read communicable diseases notifications emailed or sent home with students and follow recommendations for each specific illness.

HEALTH CONCERNS SHARED WITH TRANSPORTATION COMPANY

If a student's health concern information is not to be shared with the contracted transportation company, the parent/guardian is obligated to notify the District. Questions should be directed to the school nurse.

DO NOT RESUSCITATE/DO NOT INTUBATE (DNR-DNI) ORDERS

When any student experiences sudden illness or injury, the role of an employee is to render emergency health care to preserve life and prevent disability. In life-threatening emergencies, the emergency medical system (911) will be activated. Per [District Policy 518](#), district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.

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DROP-OFF/PICK-UP EXPECTATIONS

BEGINNING OF THE SCHOOL DAY

Arrival

- Students should not arrive prior to 10 minutes before school begins. There is no outside supervision before this time.
- Students are assigned certain doors in which they can enter the building to ensure student safety and order. See Building maps for exact locations.
- After the first bell, students are expected to report directly to their classrooms and be prepared to start their learning day prior to the second bell.
 - Lincoln Center first bell - 8:10 a.m./second bell - 8:20 a.m.
 - Kaposia first bell - 8:50 a.m./second bell - 9:00 a.m.
- Students are not allowed in the halls, classrooms, or playground before the first bell, and may not drop off coats or bags at their lockers or in their homerooms on the way to breakfast.
- **Parents drop off at the assigned door...Parents will not walk their child to their classroom**

Breakfast

- All students will be provided a “Grab-n-Go” breakfast from the cafeteria or the breakfast cart near their entrance door. Students will immediately report to their classrooms prior to the start of their school day.

END OF THE DAY

Dismissal

- It is important that students stay in class dismissed by their teacher. Important learning takes place the entire school day.
 - Lincoln Center dismissal - 2:55 p.m.
 - Kaposia dismissal - 3:35 p.m. (3:30 p.m. for kindergarten students)
- Please make arrangements for student pick-up within the first 10 minutes after dismissal. Supervision of students ends after school.
- If students are consistently not picked up after the school day, school administration may contact families about developing a plan to ensure your child is picked up or supervised after the school day.
- Without written notice, the school will follow pre-arranged plans for dismissal.
- Students are expected to go straight home and not to loiter on school property.
- The elementary playground is closed after school for Kids’ Choice usage until 5:00 p.m.

IMPORTANT REMINDERS

- In order to keep students safe and aid with traffic flow, please only use designated drop-off and pick-up areas for that purpose by pulling your vehicle forward and not

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leaving your vehicle unattended. These areas are designated as *no parking* during arrival and dismissal.

- Please remember to use the cross walks and do not cross in the middle of the street. It is very dangerous to have small children walking through traffic in a parking lot, or crossing busy streets without the crossing guards.

PICK-UP STUDENTS DURING THE SCHOOL DAY

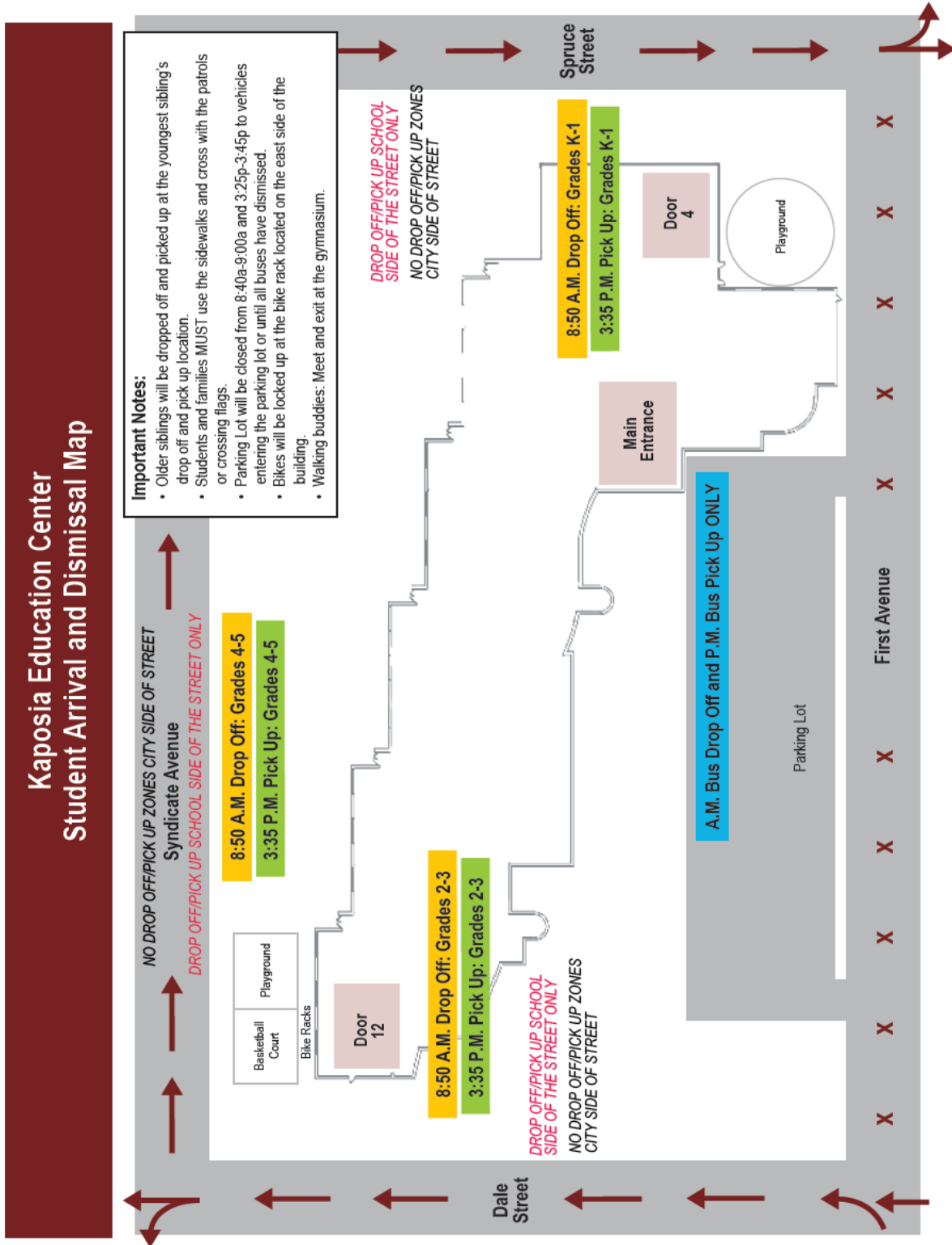
Children requiring an early dismissal must be signed out in the office. The following procedures are intended for the well-being and safety of all SSPPS children:

- A Photo ID is required and will be reviewed before a student will be released during the school day.
- Teachers will not release children from class unless requested from the office.
- Children will be called to the office to meet parents/guardians or those individuals listed on the student's non-household relationship list to be dismissed early for a pre-arranged appointment during the school day.
- For the protection of your child, teachers must have a note from the parent or guardian each time you are requesting your child be dismissed early from school.
- In the event of an emergency, please notify the office as soon as possible.

If a grade level event (e.g. music program, grade level presentation, etc.) is scheduled at the end of the school day and a parent/guardian wants to take their child home after the event but before the official end of the school day, the parent/guardian must sign the child out from the classroom/office. The teacher will then submit the sign-out form to the office immediately at the end of the day. (Please refer to the list of excused and unexcused tardies and absence reasons noted above.) ***No student will be allowed to leave the building with a non-custodial or unauthorized adult.***

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KAPOSIA EDUCATION CENTER Procedures and Expectations



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ARRIVAL (Kaposia begins at 9:00 a.m.)

When dropping off students for school at 8:50am, please drop at your child's location on the school side of the street ONLY. **If you have older elementary aged students, please drop at the youngest child's drop off location.**

Buses

Parking Lot will be closed from 8:40a-9:00a and 3:25p-3:45p to vehicles entering the parking lot or until all buses have dismissed. Buses will be dropping off and picking up in the Kaposia Parking Lot.

Walkers

Students walkers enter at the grade level door they were assigned.

Older Siblings

Older siblings may enter with their younger sibling or report to the door they were assigned.

Bikers

Students need to attend bike safety to ride their bike to school. If they bike to school they will need to lock their bike to the bike rack located on the East side of the building and enter through the main entrance.

Grab & Go Breakfast served starting at 8:50am

- Grades K-2 Grab & Go through Door 4
- Grades 3-5 Grab & Go through Door 12
- Bussers Grab & Go breakfast through Door 1
- Breakfast in homerooms

Arrival Chart			
<u>Grade Level</u>	<u>Location</u>	<u>Time</u>	<u>Door</u>
<u>K-Grade 1</u>	Spruce Street	8:50am	4
<u>Grade 2-3</u>	Dale Street	8:50am	12
<u>Grade 4-5</u>	Syndicate Avenue	8:50am	12
<u>Buses</u>	KEC Parking Lot	8:50am	1

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DISMISSAL

Students will exit the building from their assigned classroom door locations and be delivered to the locations in the dismissal chart.

Walking Buddies

All students walking home with younger siblings or relatives should meet and exit from the gymnasium.

Buses

Students will be dismissed from the gymnasiums onto the school buses at the end of the day.

Transportation and Day Care Vehicles

All transportation vehicles, such as day care and/or taxi services should park in the blue parking spots. Drivers should park and meet students at door 1, the main entrance. Students should be escorted to vehicles using the crosswalk.

Older Siblings

Older students in grades 2 will be released in the building to meet their younger sibling (GK & G1) by door 4.

Students in grade 3-5 who have a younger sibling in Kindergarten or grade 1 will be released from the east side of the building at 3:35p to walk to Spruce Street to be picked up or wait along the Waiting Wall for their younger sibling.

Safety

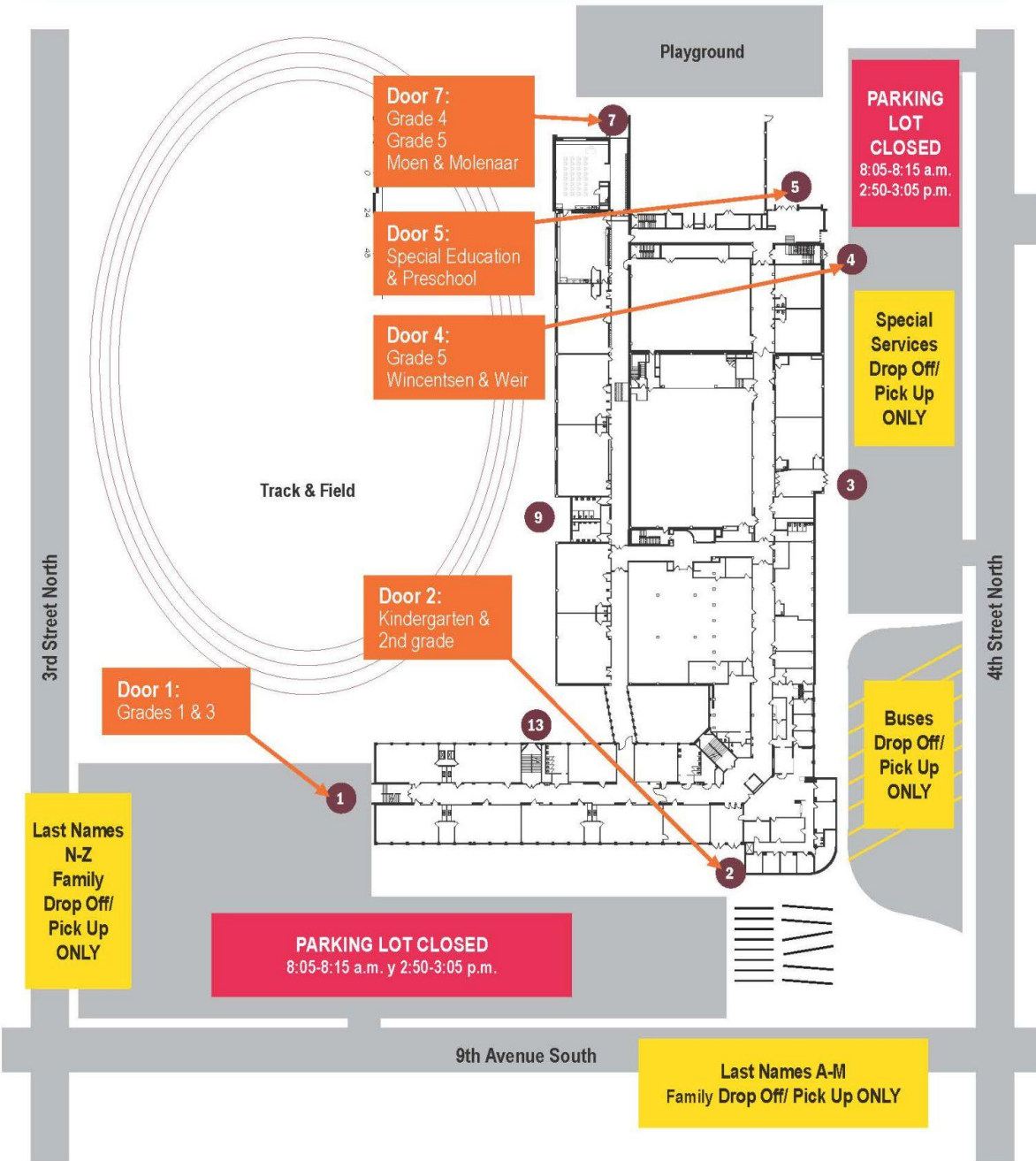
Students and families MUST use the sidewalks and cross with the patrols or crossing flags.

Dismissal Chart			
<u>Grade Level</u>	<u>Location</u>	<u>Time</u>	<u>Door</u>
<u>K-Grade 1</u>	Spruce Street	3:35pm	4
<u>Grade 2-3</u>	Dale Street	3:35pm	12
<u>Grade 4-5</u>	Syndicate Avenue	3:35pm	East Doors
<u>Buses</u>	KEC Parking Lot	3:35pm	1

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LINCOLN CENTER procedures and expectations

Lincoln Center Drop Off/Pick Up Locations



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Dismissal (school ends at 2:55 p.m.)

- **PICK-UP** - please adhere to the following procedures for afternoon pick-up
 - *Vehicle pick-up* – please pick up students on the school side of the street
 - *Walkers* - Please use the same locations as noted above with Vehicle Pick-up. In addition, students should wait to be crossed by a patrol (on duty at 2:45 p.m.)

PARKING

Parking is available for families in the 9th Avenue North lot. **Please note that the parking lots are closed from 8:05 - 8:15 a.m. and 2:50 - 3:05 p.m.** for student safety. Vehicles will not be allowed in or out of the parking lots at those times.

There is no vehicle drop-off or pick-up of students allowed from the parking lots.

Buses and parents of students with physical needs will be the only vehicles allowed in the parking lots before and after school.

The 3rd Street driveway and the 4th Street parking lot are for authorized vehicles only and should not be used for the drop off and pick up of students. Please continue to follow our past practice of using 3rd Street and 9th Avenue for drop off and pick up of students.

Emergency Procedures & Evacuations

The safety of all students is paramount in the event of an emergency. All South St. Paul Public Schools have procedures in place to respond to building, community or natural emergencies.

COMMUNICATION

Information about the nature of the emergency will be shared with families through the district's messaging system (Blackboard Connect), the district's website (sspps.org), district social media accounts, and through local news media.

DRILLS

Each year, per state law, schools must conduct one severe weather drill, five fire drills, and five intruder drills. The purpose of the drills is to assure safety procedures are understood and followed, and to lessen anxiety in the case of an actual emergency.

EVACUATIONS

In the event of an evacuation, parents/guardians should come to the evacuation site to pick-up their student prior to the end of the school day, if possible. Photo IDs will be checked and only adults previously listed as emergency contacts will be allowed to take students from the

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evacuation areas. Students will only be released to a non-family member with approval by a parent/guardian.

Buses will run as usual at the end of the school day. If safe and appropriate, students will be allowed to walk home at the end of the day. If students usually get a ride home, staff will stay with students in the evacuation area until every student is safely accounted for.

Enrollment/Program Requirements

Families new to the South St. Paul Public Schools (SSPPS) can enroll online at sspps.org/enrollment. On this site you will find information about enrollment, school attendance boundaries, open enrollment, intradistrict transfer, free/reduced meals, and child care. Have questions or need help enrolling? Our Enrollment Center, (651) 457-9474, can help you enroll and learn about additional programs and services available to you and your family.

KINDERGARTEN ENROLLMENT

To be admitted to kindergarten, a student must be five years of age on or before September 1 of the school year for which admission is sought. Children who become five years of age on September 2 through November 1 of the school year for which admission is requested, may apply for Early Entrance to Kindergarten.

EARLY ENTRANCE TO KINDERGARTEN

Early Childhood Screening must be scheduled prior to applying for Early Entrance to Kindergarten. In South St. Paul, please call 651-288-6897 to schedule a screening appointment.

The Early Entrance to Kindergarten Application must be received at the elementary building by April 15 for consideration for the following school year.

For questions or to receive the application, please contact the school office.

OPEN ENROLLMENT

Families residing outside of South St. Paul Public Schools are able to open enroll in SSPPS through Minnesota's Statewide Enrollment program. Learn more at [SSP Open Enrollment](#).

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Family Communications

South St. Paul Public Schools places a high value on the connections we have with students, families and the community. We communicate in a variety of ways to help grow these important relationships. Families who do not have internet access, should contact their respective schools to arrange to receive information in other ways.

Kaposia Announcements

- **Daily Announcements** are made each morning at 9:00 a.m. through a video link or over the intercom. Announcements often include upcoming school events and reminders, student birthdays and other key building information for students. Once a week we also say the Pledge of Allegiance as a school community during this time. *This is the primary school-wide communication to all Kaposia students.*
- **Weekly Announcements** are sent electronically to all Kaposia families on Fridays. This newsletter includes upcoming events, reminders and resources for families as well as PTA news. It also includes important messages from Principal Bretoi. *This is the primary school-wide communication to all families.*

Lincoln Center Announcements

- **Daily Announcements** are made each morning through a video link or over the intercom. Announcements often include upcoming school events and reminders, student birthdays and other key building information for students. Once a week we also say the Pledge of Allegiance as a school community during this time. *This is the primary school-wide communication to all Lincoln Center students.*
- **Weekly Announcements** are sent electronically to all Lincoln families on Fridays. This newsletter includes upcoming events, reminders and resources for families as well as PTA news. It also includes important messages from the principal. *This is the primary school-wide communication to all families.*

Field Trips

The district supports and approves student field trips and travel beyond the classroom that are properly planned, well organized, and carefully supervised. Students participating in approved field trips and travel will be permitted to prepare assignments in advance or make up work

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missed in classes from which they are absent. All trips and travel require parent/guardian authorization.

A signed parent/guardian permission form is required for students to participate in field trips off of school property. Students without parental/guardian permission will be supervised in school for the duration of the field trip. Students need to be in school even if not attending a field trip. Emergency information must be on file in the office for a student to attend a field trip.

NOTE: No student will be denied a school-sponsored field trip due to the inability to pay. For scholarship opportunities, please contact your school principal.

Media Center

All students have access to the Media Center as part of the specialist rotation and as part of their home classroom. The number of materials able to be checked out at one time may be limited. Library books are available to all students. If books are lost or damaged, families are expected to make payment for the books as determined by district policy.

Parent/Teacher Associations

Parent/Teacher Associations (PTA) meet monthly in each building. See the principal's monthly newsletter and the District calendar for details. All parent(s)/guardian(s) are welcome and encouraged to attend.

Personal Devices

Students may bring a cell phone to school for family communication before and after the school day. Cell phones should be turned off when students enter the buildings and placed in their backpack throughout the school day. They may be turned back on when students exit the building. Cell phones can be turned on and used on the school buses to play games or listen to music. Cell phones may not be used to video other students.

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Report Cards & Conferences

REPORT CARDS

Report Cards are issued within one week after the end of each semester. Report Cards will be communicated online ONLY, unless a paper copy is requested by the family. Teachers will communicate to parents/guardians of students who are not making adequate progress.

CONFERENCES

Conferences are held for the teacher, student and parents/guardians to discuss the child's academic and social strengths and needs. This team is focused on helping the student become more aware of individual goals early in the year. As the year progresses, communication between home and school is ongoing. Student-led conferences in the spring allow students to share progress and highlight personal strengths.

During the school year, additional conferences may be held as requested by school personnel or parent(s) or legal guardian(s).

WHEN YOU ARE PARTICULARLY PLEASED

A word of sincere appreciation, for any school employee, is always gratefully received. We hope you will feel welcome to contact our staff whenever questions or problems arise. Please feel free to consult with us whenever it is necessary concerning school matters.

Severe Weather

Schools are open in South St. Paul except in a blizzard or weather conditions where public transportation is at a standstill. In such an extreme situation, an announcement over radio station 830 WCCO and/or our local media outlets: WCCO (Channel 4) KSTP (Channel 5), FOX 9 (Channel 9), KARE11 (Channel 11) television will be made with the revised starting time or the closing of school. Check the district website www.sspps.org/emergencyclosing for school closure information.

All students will have outside recess each day. Students should be dressed appropriately for the weather. In the winter, this would include coats, hats, snow-pants, gloves and boots. Inside recess occurs in the event of rain, or in the winter if the air temperature is 0 or below or the wind chill is -10 below. In case of a posted heat advisory, outdoor activities and recess will be left to administrative discretion and may be rescheduled or shortened. A student must have a note from their physician to be excused from recess.

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School Materials, Equipment, and Technology

Each child is responsible for the proper care of books, school equipment and technology. The child is expected to return all books, equipment, and technology in good condition. Families will be charged for lost or excessively damaged books, equipment or technology.

School Patrol

Fourth and fifth grade students volunteer and are selected to serve on the school patrol. The school patrol is located at traffic points to help children cross intersections. We expect that children cross only under supervision of the patrol. Children must cooperate with the school patrol so children cross safely and so that we can provide the service effectively.

School Supplies

It is expected that students in elementary school come to school with the necessary items and materials to learn. School supply lists are available on our website, and in paper form in each school. School supply lists are also available in area Target and Walmart stores in West St. Paul and Inver Grove Heights.

Sample items that all students should bring to school back and forth to school each day.

- Backpack
- Writing utensils
- Paper
- Utensils to color (crayons, markers, colored pencils)
- Library books

If any family is in need of any supplies for school, please contact our main offices and our administrative assistants will provide information on how to secure these items.

Tools NOT Toys

Unless a toy relates directly to a classroom activity or is approved by their homeroom teacher for "Morning Meeting", please do not allow your child to bring a toy. Children become upset when special toys are lost or broken. School staff will NOT investigate, replace or reimburse for damaged, lost or stolen items that are brought from home.

Schools are a place for learning. Toys can be a distraction and detract from learning. Routine checks of your child's backpack can assure that your child only brings school supplies to school

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as tools for learning. Items such as action figures, trading cards like Pokemon cards, toy cars, etc., are examples of toys that can distract from learning.

If your child brings a ball to school for recess (i.e.- basketball, soccer or football, etc), it is your child's responsibility to transport it in their backpack to and from school and manage its whereabouts while at school.

School administration asks that students not bring money to school to buy items from other students. Items should not be traded or exchanged to other items or for money.

Student Snacks: Food and Drink (Including Birthdays)

Snacks

South St. Paul Public Schools ask parents NOT to bring unhealthy treats for their child's birthday celebration. Unhealthy food (cupcakes or candy) or drinks (energy drinks, pop or coffee) should not be brought into school for breakfast, snack or lunch or to celebrate your child's birthday.

Birthdays/Celebrations

Non-food or healthy snack celebrations are an excellent way to support our schools' commitment to promoting healthy behaviors. We provide our students a consistent message about the importance of their health and support the classroom lessons on the positive impact of a healthy lifestyle.

If you choose to send a healthy snack, please be sure to collaborate with the classroom teacher in advance to be incorporated into the class plans for the day. They need to be small and purchased from a store. We have seen an increase in very severe allergies in our buildings so please **do not send balloons or flowers of any kind**, or **products that contain peanuts**. Please do not plan your child's birthday party during school. Personal invitations will not be distributed during school hours. Other things to consider:

Non Food Ways to Celebrate

Donate a book with your child's name in it
Donate funds for playground or special area equipment
Volunteer in your child's classroom
Arrange for Family members to come in and read

Healthy Food Ways to Celebrate

Yogurt, fruit with granola topping
Baked chips with low fat dip
Apple with caramel
Crackers and cheese

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Visitors

All district school buildings are secured during the school day. For the safety of the students and staff, all exterior doors are locked during the school day except for the main entrance.

Individuals wishing to visit the school during the school day should adhere to the following expectations:

- All visitors, including parents/guardians must first sign in at the main office, show their photo ID and receive a visitor badge.
- Visitors must coordinate with the classroom teacher, secretary or administrator to schedule a visit. Visitors are asked not to loiter in/or around the buildings, without purpose, to avoid interrupting the academic flow of the school day.
- When requesting to eat lunch with your child, due to space restrictions, parents/guardians need to call the main office and reserve a spot to eat lunch with your child.
- Adult visitors are role models in our buildings and should abide by all school and district rules and codes of conduct.
- All visitors must sign out in the office upon departure from the building.
- Visitors who have not received permission from the office to be in the building will be asked to leave the premises. Failure to comply will be considered trespassing and the police will be contacted if necessary.
- Should an attempt be made by an unauthorized person to remove a child from school, the principal will immediately notify the custodial parent/guardian and contact the police if necessary.

As a guest in our building, it is expected that visitors remain in visual contact with a school employee when with students. For the protection of our students, as well as our visitors, it is expected that visitors refrain from physical contact with our students and do not discipline them.

It is a misdemeanor for a person to enter or be found in an elementary, middle or secondary school building unless the person is:

- An enrolled student, parent/ guardian of a student or an employee of the school district;
 - Has permission or an invitation from a school official to be in the building; or
 - Is attending a school event or meeting to which the student's family is invited.
-

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Volunteers/Chaperones

Volunteers/Chaperones are welcomed and encouraged in SSPPS. Volunteer opportunities are determined and communicated by building/department administration and/or the classroom teacher.

All volunteers and chaperones are required to complete a *Volunteer Application Form* and complete a background check each school year. The fee for the background check is paid by the district.

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BEHAVIOR GUIDELINES, EXPECTATIONS and CONSEQUENCES

Every student and employee of South St. Paul Public Schools is entitled to learn and work in a safe school environment. Parents/guardians, teachers, staff and administrators are expected to mutually support each other in efforts to help students exhibit responsible behavior within the school community as part of learning basic life skills. Students are taught ways to handle differences in a non-violent manner and are expected to use those methods to handle disputes or conflicts. Our desire is that every child that comes to our school has the right to feel safe and free to be who they are without feeling any more or less significant than any other student in school. The goal of discipline is to help a child become a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct.

To ensure this safe environment, the district and each school have established clear student discipline policies, consequences appropriate to behaviors, and a practice to implement these guidelines fairly. Students are expected to behave in accordance with federal, state and local laws, district policies and guidelines, and in a way that respects the rights and safety of others. Known violations of federal, state and local laws will be reported to local law authorities.

District-wide discipline guidelines are identified in the District's [Student Discipline Policy 506](#) and in the [Student Rights & Responsibilities Handbook](#), shared with all families at the beginning of the school year and available online at sspps.org/handbooks. These guidelines and the potential consequences apply any time a student is present on district property, participating in a school-sponsored activity, or traveling in a district vehicle. These guidelines and the potential consequences also apply to student behavior that has a connection to school property or the student's status as a district student. Student conduct that occurs off-campus, but has a connection to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications. While consequences are listed in Policy 506 and the *Student Rights & Responsibilities Handbook*, all determinations will be made on a case-by-case basis. Minnesota State High School League consequences may also apply in accordance with its rules and district policy.

A student who accumulates excess violations of these disciplinary guidelines or for serious behavior may be disciplined in light of the student's overall record. The student and parent/guardian will have a conference with the principal and/or other(s) to make them aware that the student is accumulating excessive infractions. *Any student who has been suspended for violations of the guidelines may be recommended for expulsion upon their return if they commit additional offenses of the same nature.*

The general practice of the district regarding disciplinary action is to use a progressive and restorative form of discipline to the extent that is reasonable and possible based on the determined facts and situation of the student misconduct. The specific form of discipline utilized is at the discretion of the building principal. At a minimum, violation of district rules, regulations, policies or procedures will result in a discussion of the infraction, verbal warning by school administration, and some restorative action by the student. Note that infractions and consequences may also be modified or disregarded if circumstances require mitigation or exception (e.g., student whose misbehavior is related to their disability). These discipline guidelines are based on school policies, located on the district's website at sspps.org/policies.



SOUTH ST. PAUL PUBLIC SCHOOLS
ELEMENTARY FAMILY GUIDEBOOK 2023-24

kaposia.sspps.org
651-457-9260

lincoln.sspps.org
651-457-9426



Student Orientation Manual

South Suburban ABE • 100 Seventh Avenue North • South St. Paul • MN • 55075
• 651-306-3632 • Fax: 651-552-3108 • abe@sspps.org

Equal Opportunity for Education and Employment

South Suburban Adult Basic Education is a service provided by the Community Education
Departments of the Independent School Districts 6, 197, and 199





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Welcome to South Suburban Adult Education!

Dear Adult Student,

Welcome to the South Suburban Adult Education (SSABE) program and congratulations on your decision to further your education. You are joining thousands of other adults who are learning new skills and upgrading existing skills.

As an initial part of your enrollment, you will be given entrance tests. These tests will be used to determine your strengths and will assist you in successfully completing your goals. You cannot fail these tests. The information collected from your testing session will be used to set up a program of study that will help you progress at the fastest rate possible. The information will also be used for state and national reporting. Your specific information is kept confidential and will never be used without your permission.

We are very happy to have you with our program. We are here to help you with your academic goals. If you have any questions or concerns, please contact the SSABE main office by calling 651-306-3632 or by emailing abe@sspps.org . You can leave a message or send an email at any time of the day.

Sincerely,

SSABE Staff



Tips for Testing

- Be positive and do your best.
- Relax; it's normal to be somewhat nervous before taking a test. Don't worry!
- Be sure you can hear the instructions and understand them.
- Listen to and read the directions for each test section carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time well. Each test section is timed. Do not spend too much time on any one test question. If it takes too long to answer a question, skip it and return to it later, if time permits. First respond to all questions of which you are certain of the answer.
- Before answering a question, be sure you know what is being asked. For example, a test question might say, "Which of these is not an even number?" If you read the question too quickly, you may miss the word not and answer incorrectly.
- Do not read into a question something that is not there. There are no trick questions.
- When marking your answers on a separate answer sheet, make sure you print your answer clearly; carelessness can cause you to get a low score. If you realize you have been marking your answers in the wrong place, let the proctor or examiner know immediately.
- Trust your instincts. If you know a lot about a subject (reading, mathematics or language), the first answer you select probably will be the best. When rechecking, change an answer only when you are sure that your first answer choice was wrong.
- If you are not sure how to answer a question, rule out answer choices that you know are incorrect.
- Remember that the score you will receive is only one way to measure your skills. Your test will show the skills you have now and those you need to learn.
- You cannot fail. These tests are not pass/fail.



Contact Information

SSABE Address South Suburban Adult Education (SSABE)
Main Office 100 Seventh Avenue North
South St. Paul, MN 55075

Website communityed.sspps.org/programs/ae

Phone 651-306-3632

Email abe@sspps.org

Fax 651-552-3108

Staff **Director of Community Education**
Jeanne Zehnder

Community Education Facilitator
Linda Jacobs-Buse

Teachers

Jo Lynn Bucki
Heidi Mogollon
Sara Maldonado
Kori McKibben
Carolyn Oleson



New Student Checklist

To do before classes begin:

- Schedule and attend a complete orientation session, including:
 - Fill out enrollment and policy forms
 - Take assessment tests
 - Register for class
- Receive class schedule in mail one week prior to class start date.
 - o Call SSABE at 651-306-3632 with questions or conflicts.

You may also want to:

- Plan a personal schedule including class time, homework time, work schedule, and personal time (get a planner!)
- Establish an effective homework location
- Schedule regular outside appointments (doctor, dentist, county, etc.) for times other than class time
- Arrange for reliable childcare
- Arrange reliable transportation (*Metro Transit – 612-373-3333*)

To do once classes begin:

- Attend class
- If you must miss class, immediately contact the office (**651-306-3632** or abe@sspps.org)



Program Policies

It is the responsibility of each learner to read and follow these policies while enrolled in the SSABE program. If you have questions, please talk to your teacher.

- ❖ **ONLY REGISTERED STUDENTS ARE ALLOWED IN SSABE FACILITIES DURING INSTRUCTION.**
- ❖ **PHOTOS AND PERSONAL STORIES**
SSABE may use your photo or personal story for program promotion, newsletters, local newspaper stories, and other school-approved publications and websites. In order to opt out of having your photo or story used, you must submit a written request to the office.
- ❖ **SIGN-IN SHEET**
Please sign your first and last name and the time you enter and leave the classroom. We use this to record your attendance.
- ❖ **TELEPHONE**
Cell phones must be turned off while attending class – this includes text messaging. Any cell phone calls being made must be done outside, not in the classroom or hallways.
- ❖ **RESTROOM LOCATIONS**
- ❖ **EMERGENCY EXIT LOCATIONS**
- ❖ **DRINKING FOUNTAIN LOCATIONS**
- ❖ **SMOKING AREAS**
- ❖ **DRUG-FREE SCHOOL**
Inver Hills Community College and South St. Paul Public Schools are tobacco and drug-free. You must leave the grounds or go to designated smoking areas. NO SMOKING in the restrooms. Students found smoking or attending class under the influence of alcohol or drugs will be dropped from the South Suburban Adult Education program.
- ❖ **TRANSPORTATION**
Contact MTC at 612-373-3333 for specific bus route/bus pass information. SSABE has a limited number of bus schedules available.
- ❖ **PARKING**
If you drive to class, park in the parking lots. Check with your teacher about places you should not park.
- ❖ **NO SCHOOL**
Check the calendar posted in the classroom for scheduled closings. For emergency school closings, listen to WCCO radio, channel 4 television or SSPPS website.
- ❖ **SNACKS/SOFT DRINKS**
Check with your teacher to see if they are allowed in your classroom.
- ❖ **RESPECTFUL BEHAVIOR AND LANGUAGE ARE EXPECTED AT ALL TIMES.**
SSABE is a program sponsored by three school districts and subject to their policies and procedures. Offensive verbal comments, gestures, threats, physical contact, or sexual harassment are unacceptable.
- ❖ **SHARING ATTENDANCE AND PROGRESS**
If you are working with an agency, counselor, or worker that wants attendance and/or progress reports, you will need to indicate such on the *Consent & Release Form*.
- ❖ **REFERRALS/RESOURCES**
We are here to help you help yourself. Staff and volunteer tutors cannot help you with legal, medical, or financial matters. Contact the agency from whom you received the forms for assistance.



Student Agreement for Use of Computer Equipment

As a student allowed to SSABE's computer equipment, I agree to the following terms:

1. To never bring into the lab, have in my possession, or insert into any school computer any cd, disk, or memory device without the teacher's written permission.
2. To never create, attempt to remove, or attempt to copy unauthorized content to or from the hard drive of any school computer.
3. To never try to "break" into any part of any security system on my computer or the school's computer network or assist someone to do the same.
4. To never alter, remove, or switch around any component of any computer, mouse, monitor, keyboard, cables or printer.
5. To never write on, draw on, or in any other way deface any piece of school computer or related equipment.
6. To never move any computer without the teacher's permission.
7. To report at the beginning of class anything wrong with my computer. If I do not report it, I take responsibility for any problems with my computer.
8. To never bring food or drink into the computer lab.
9. To never print any work until it is reviewed and approved by a teacher or supervisor.
10. To never play music or computer games unless specifically approved by my teacher.
11. To limit my web surfing to instructional and research purposes.
12. To never send, read, or respond to e-mail messages from a school computer unless specifically approved by my teacher in a classroom project setting.
13. To turn the power off for all components unless otherwise instructed by my teacher.

I UNDERSTAND THE ATTACHED **COMPUTER USE CONTRACT** AND THAT A VIOLATION BY ME OR ANY PART OF THIS AGREEMENT MAY RESULT IN PERMANENT REMOVAL FROM CLASS, ASSESSMENT FOR MONETARY DAMAGES, COMPLETE LOSS OF COMPUTER USE FOR AN UNLIMITED TIME, OR OTHER DISCIPLINARY ACTION DEEMED APPROPRIATE BY THE ADMINISTRATION OF THIS SCHOOL.



Attendance Policy

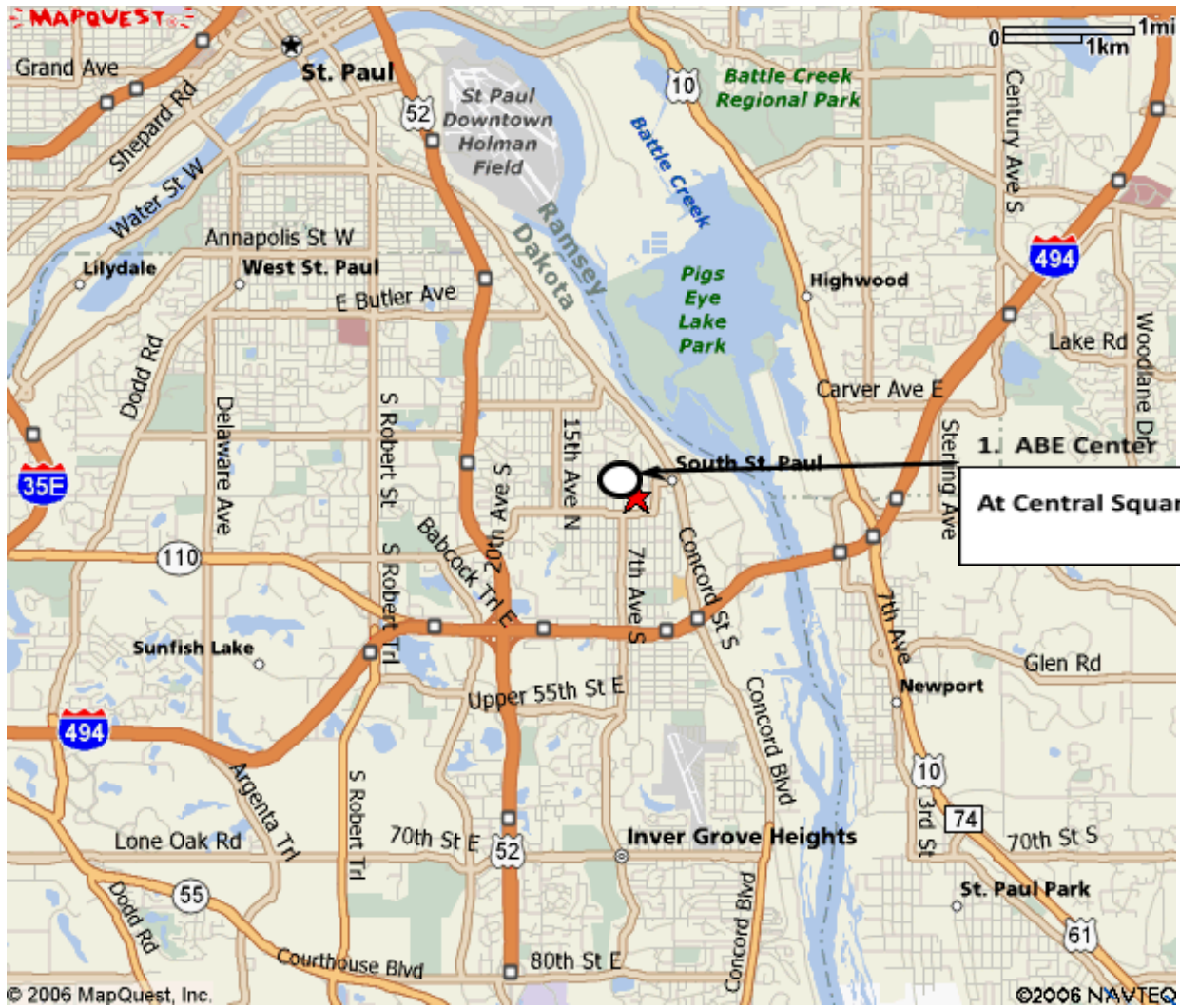
As a student, your progress depends on regular attendance. Our ability to continue to offer free programming at SSABE is also dependent upon your attendance.

- You must attend the **first day of class**. If you are not able to attend the first day of class, please notify SSABE as soon as possible. If you do not attend the first day of class and do not notify SSABE, your seat in the class may be opened for students who are on the class waiting list.
- If you are in need of support regarding your attendance, please contact your teacher, Community Education Facilitator or Community Education Director. We are here to help.
- If you are going to miss class, please contact the office at **651-306-3632** or email abe@sspps.org.
- If you need to drop a class, please contact the office at **651-306-3632** or abe@sspps.org.

Student Non-progress Policy: If a student receives 2 years (24 months) of ABE services without showing progress, a 6-month intervention will take place with the Program Manager. After 6-months, if the student has still not demonstrated progress, he or she will be referred to another ABE program.



Map of Classroom Locations





Directions to Classroom Locations

1. South Suburban ABE Center (Office: 100 Seventh Ave North, SSP) MTC Bus Route 68

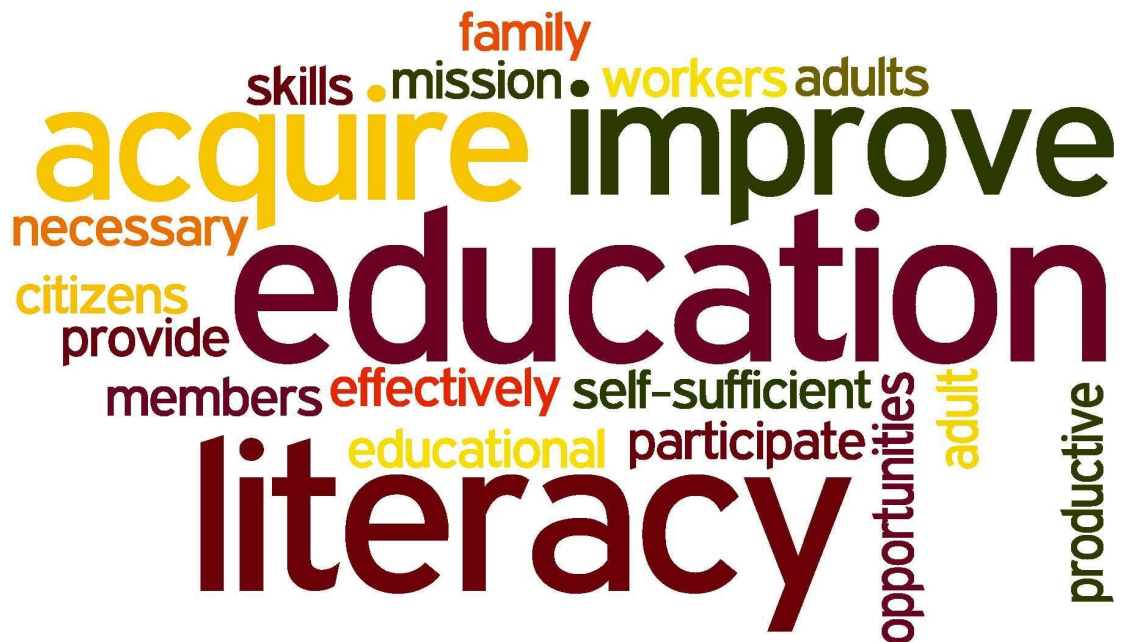
From Hwy 494: Take 5th Avenue and drive north 1 mile to the corner of 5th and Marie Avenue.

From Hwy 52: Take Southview exit and follow Southview Boulevard east into South St. Paul to 5th Avenue. Turn left on 5th Avenue and proceed one block to Marie Avenue. Parking is available in the lot located on the south-west side of 5th and Marie Avenues. The central office is located on Seventh Avenue.

To the ABE/ELL classrooms: **Enter** from the West side of the building by 7th Ave. The classrooms will be on your left in the East Wing.

OUR MISSION

The mission of Adult Education (ABE) is to provide adults with educational opportunities to acquire and improve their literacy skills necessary to become self-sufficient and to participate effectively as productive workers, family members, and citizens.





SOUTH ST. PAUL ECFE

FAMILY GUIDEBOOK

2023-2024



Welcome to Our Littlest Packers!

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Student Census Information

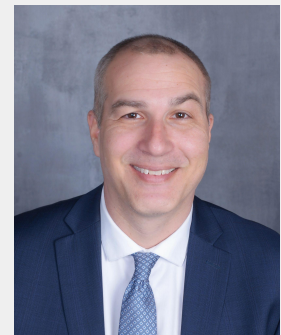
New to South St. Paul? Had a new baby?

Please call SSP Schools to update your contact information!

This helps us keep you informed about our programs, and important school information for your family! **Call 651-457-9470 to update your SSP census information.**

“South St. Paul Public Schools is committed to providing high-quality, equitable, early learning programs for all children. Early learning experiences are crucial for developing social skills, emotional regulation, problem solving, and a love of learning. ECFE is an important step in a child’s development and we are excited to partner with our families in this learning experience. Thank you for choosing South St. Paul Public Schools. Welcome to the Packer family!”

- Brian Zambreno, SSPPS Superintendent



General Information and Policies

ATTENDANCE is expected, and we understand that families with young children have many commitments. Thank you for prioritizing your ECFE class! You are ALWAYS welcome here!

BABIES must be registered: infants under 8 weeks old may remain with parent.



CELL PHONE USE should be limited to use for emergencies only during ECFE classes. Giving children your full attention during class is a great practice for building strong bonds and healthy, loving attachments.

CHILD CARE PROVIDERS may attend with their child and enroll another child in class, if space is available. If class enrollment is full, a parent attending with their child will be given priority for registration.

DATA PRIVACY & FERPA (Family Educational Rights & Privacy Act) ECFE complies with state and federal data privacy laws that protect the integrity of a student's academic record and student privacy. Information from the Student Information and Immunization/Health forms may be shared with ECFE staff in order to better serve you and your family.



DRESS for messy play and activities.

DROP IN PLAY CARDS are available for purchase and can be used at any drop-in play or gym time. Cards are available in the ECFE office.

EMERGENCY CLOSING - WEATHER Check the district website www.sspps.org for school closure information. ECFE is open except when weather conditions warrant closure. When the district has a "Late Start," morning classes are canceled. If the schools close or have a late start,

You will receive an automated phone call from the district, as well as an email with updates. Check local media for updates.



EARLY LEARNING ADVISORY COUNCIL (ELAC) is made up of Early Learning/Early Childhood Family Education (ECFE) parents and community members. Their mission is to support the Early Learning programs such as Preschool and ECFE. They always welcome new members! For more information, contact the ECFE Office at 651-457-9418.

FAMILY LIBRARY is available for checkout. Books to support parenting, understanding your developing child, addressing concerns or just for fun. Talk with your ECFE teacher for details.

FRAGRANCE-FREE AREA is expected because of possible allergies or sensitivities of other families. Please no body spray, cologne, fragrance lotion, etc.

GRANDPARENTS are always welcome to enroll in classes and visit class with you!

ILLNESSES like a bad cough, diarrhea, vomiting, upset stomach or a temperature above 100°F prior to fever reducing medication within the last 24 hours are reasons to stay home. Please do not bring your child to class if they are sick.



IMMUNIZATION before entering school is required for every child by Minnesota Law. Please complete and submit an up-to-date immunization record to ECFE before your child attends class or sibling care.

LABEL all items from home with your child's name.

PHOTOGRAPHS/VIDEOS South St. Paul ECFE staff or representatives of the media occasionally take photos and video of student and staff in classrooms. These may be used in newsletters, newspapers, on television or internet pages or for educational purposes. If you do not wish your child(ren) photographed or recorded, please discuss this with your ECFE teacher, and there is a form to complete. Parents are not permitted to take photos or video of children other than their own.



REGISTRATION PRIORITY FOR SOUTH ST. PAUL RESIDENTS for ECFE classes is given. Registration for families from other districts is welcome on a first come, first serve basis, and if space is available.

SCHOOL BOARD MEETINGS The South St. Paul Public Schools Board of Education meetings are held on the second and fourth Monday of each month at 7:15 pm in City Council Chambers in City Hall. We welcome your attendance!

SCHOOL DISTRICT POLICIES can be found on the District's website at www.sspps.org. Go to: About SSPPS/School Board/District Policies.

SIBLING CARE:

- Please bring along a blanket or any other "comfort" item your child uses at home.
- Make sure your children in sibling care are fed and dry before separating. If necessary, we will call you for changes.
- Sibling care is offered on a limited basis.
- If you will need sibling care during the class session, you must reserve a spot with your registration and payment.

- If we are unable to provide care for your child, you will be notified by phone before the session begins.
- Extra children in class or in child care must be approved in advance by calling ECFE office at 651-457-9418.

SNACKS are offered during each class. Alternatives will be offered only in case of health reasons such as allergies. If you bring a snack for the entire class, please remember that snacks need to be store bought and in the original wrappers.

VOLUNTEERS are welcomed and encouraged in our school district. Volunteer opportunities are determined by the classroom teacher. All volunteers are required to complete a Volunteer Application Form and complete a background check each school year. The fee for the background check is paid by the district.

Early Childhood Screening

We are excited to meet you and your family before your child starts school! Come in for a FREE, one-hour visit to learn about how your child is developing.

Call 651-457-9418 for FREE screening appointments

Early childhood screening is required for all children attending SSP Community Preschool and for ALL children before kindergarten.

How it helps your child:

- Get their hearing, vision, height, and weight checked
- Find out more about how they play, communicate, and develop.
- Go home with a free book!

How it helps you:

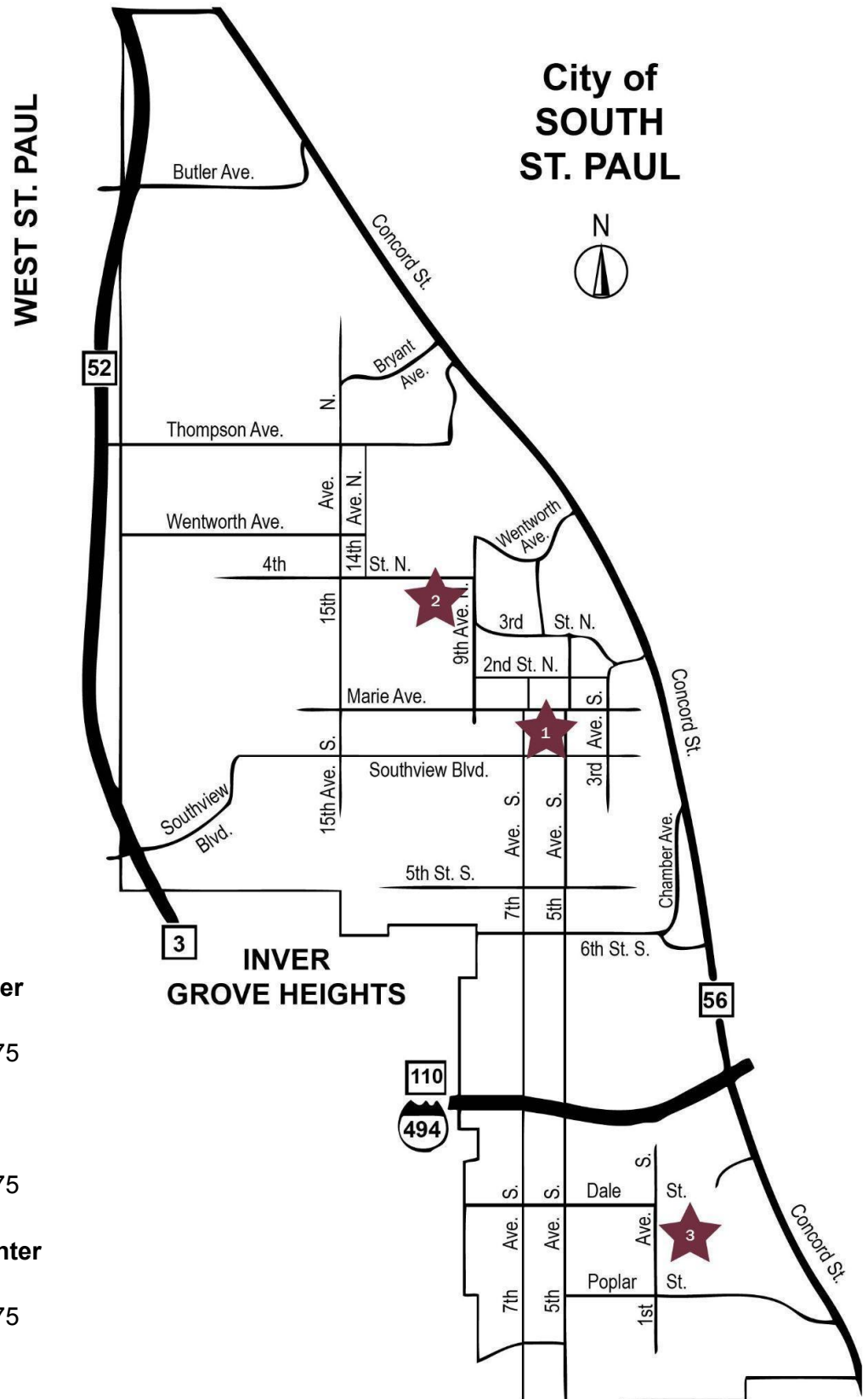
- Learn about how your child is growing and developing.
- Meet the friendly school staff in your district.
- Go home with advice and support, and resources if needed.
- We make a plan together to help your child be the best they can be.



If needed, we can help you sign up for Early Childhood Family Education classes and Pre-School Scholarships (income guidelines apply).

**Questions regarding policies can be directed to the
Early Learning Office and the Early Learning Coordinator.**

South St. Paul Early Learning Locations



1. **Family Education Center**
104 Fifth Ave South
South St. Paul, MN 55075
2. **Lincoln Center**
357 Ninth Avenue North
South St. Paul, MN 55075
3. **Kaposia Education Center**
1225 First Ave South
South St. Paul, MN 55075

Work for South St. Paul Schools

Come work with us! South St. Paul Public Schools and South St. Paul Community Education have substitute opportunities available for:

- Teachers
- Classroom Assistants
- Lunchroom Supervisors

View all employment opportunities at www.sspps.org.

School district phone numbers

SSP Early Learning Office	651-457-9418
Adult Basic Education	651-457-9441
Birth-to-three Early Intervention	651-306 3682
Community Education	651-306-3632
Early Childhood Screening	651-457-9418 / 651-306-3642
Early Intervention (3-6 years ECSE)	651-457-9497
Kids' Choice School-Age Care	651-306-3631
School Readiness	651-306-3642
SSP School District	651-457-9400
South St. Paul Secondary Building	651-457-9408
Kaposia Education Center	651-451-9260
Lincoln Center	651-457-9426

Community Resources

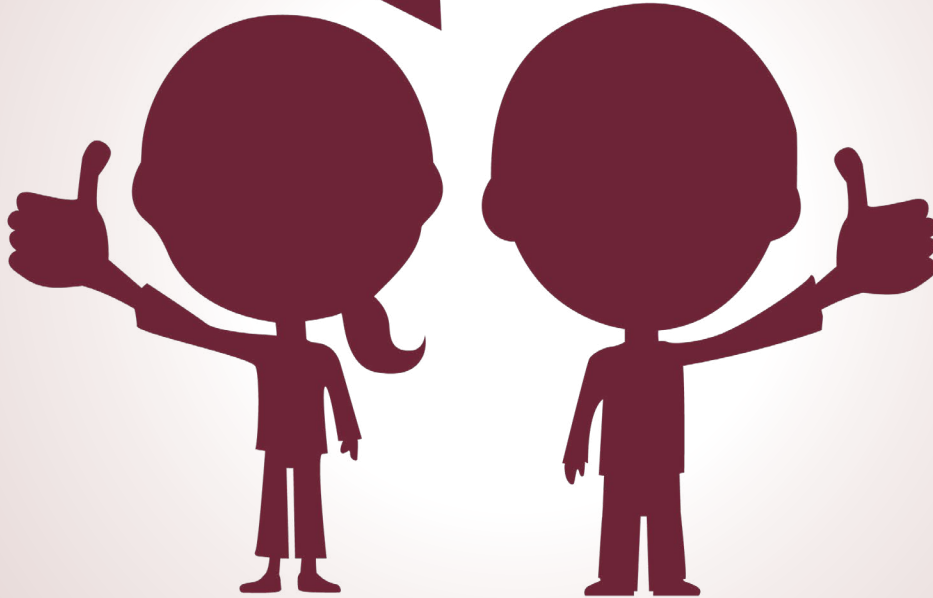
Child Care Resource & Referral	952-985-5300
Community Action Council (CAC)	952-985-5300
Dakota County Public Health	651-554-6100
First Call for Help	651-224-1133
First Call Minnesota	800-543-7709
Head Start/CAP Agency	651-322-3500
Neighbors, Inc.	651-455-1508
SSP Parks & Recreation	651-366-6200
SSP Public Library	651-554-3240



SOUTH ST. PAUL PUBLIC SCHOOLS
ECFE FAMILY GUIDEBOOK 2023-24

earlylearning.sspps.org
651-457-9418

WHERE WE HAVE A
VOICE!



SOUTH ST. PAUL SCHOOL AGE CARE
Kids' Choice

FAMILY HANDBOOK

SCHOOL YEAR 2023-2024 & SUMMER 2024

Serving Kindergarten through Sixth Grade

Besides the policies that are included and/or referred to in this handbook, youth and families are expected to be aware of and to abide by all of the District's policies. All of the District's policies can be found on the District's website at www.sspps.org under the tab titled About SSPPS and then School Board, and District Policies. Youth should pay particular attention to the policies in Section 500 which specifically pertains to youth. Questions regarding policies can be directed to the South St. Paul Community Education Director.

WELCOME TO KIDS' CHOICE!

MISSION STATEMENT

To provide a quality program that fosters a safe, cooperative, caring and creative environment which promotes individual uniqueness, self-esteem, teamwork and respect for all.

VISION STATEMENT

South St. Paul Youth Programs is a place where we create a safe atmosphere for youth to develop into self-confident, culturally enriched, compassionate leaders who embrace life-long learning and desire to make a positive change in the world.

Kids' Choice is a tuition-funded, nonprofit, school-age care program provided by or on behalf of the South St. Paul Public Schools Community Education department.

The program offers quality educational, recreational, and developmental activities and a stimulating and supervised environment for school-age youth. Each youth is valued as a unique person capable of worthy ideas and actions. The concerned and caring staff provides a supportive climate to help youth develop self-respect and become self-directed and self-disciplined individuals. The Kids' Choice program focuses on meeting the needs of the youth and families in the community.

KIDS' CHOICE PROVIDES:

- Creative opportunities
- Opportunities for youth to choose activities
- Recreational activities
- Safe spaces in a group setting
- A stimulating environment in a cheerful atmosphere
- Warm, caring staff members who instill a feeling of safety and belonging

KIDS' CHOICE SUPPORTS VALUES OF:

- Healthy self-concept
- Responsibility for one's behavior
- Respect for others
- Spirit of cooperation
- Community engagement

KIDS' CHOICE YOUTH PARTICIPATE IN THE FOLLOWING ACTIVITIES:

- Arts and crafts
- Science
- Group time – large and small
- Indoor and outdoor physical activity
- Self and staff-directed daily activities
- Opportunities for individual time, homework and computer work
- Library visits (in the summer) and reading programs
- Special guests/field trips

ADMINISTRATION & FUNDING

The Kids' Choice program is under the direction of the South St. Paul Community Education Director and Site Supervisor. The program abides by the South St. Paul Public Schools District policies and procedures. Kids' Choice is a self-supporting program; program costs such as staffing, bus transportation, supplies, field trips and special activities are funded with tuition fees paid by parents/guardians.

SERVING STUDENTS WITH SPECIAL NEEDS

The Kids' Choice program will make reasonable accommodations to serve youth with unique needs and to ensure the integration into the program by working with the child, family, school personnel and program staff. An intake assessment will take place with the above mentioned parties prior to the youth's first day of attendance. Youth are supervised in a group site/setting, their behavior is not expected to routinely require one-on-one supervision. If a youth is not successful in the program environment with the level of support offered and after implementing the program's reasonable modifications, alternative care arrangements may be recommended.

Since youth are supervised in a group/site setting, their behavior is not expected to routinely require one-on-one supervision. Each youth is evaluated on an on-going basis as to the program's ability to meet his or her needs.

PROGRAM STANDARDS

Program standards are adapted from guidelines developed by the Minnesota Department of Youth Family and Learning, Minnesota Community Education Association and the Minnesota School-Age Care program and Minnesota Department of Human Services. Kids' Choice is staffed with caring people experienced in the fields of education, early childhood, youth development and/or school-age care. Background checks are completed on all employees supervising youth. Child Development, Health and Safety, Emergency Preparedness, Abusive Head Trauma and Mandated Reporting are yearly requirements, and staff development hours/classes related to school-age care are also provided.

THE KIDS' CHOICE PROGRAM RATIOS AS FOLLOWS:

Youth in grades K through 6- 1:15

Staff members organize program activities so that groups do not exceed sizes that can be safely supervised. Ratios and supervision of program participants may be adjusted for activities. When in groups the maximum group sizes are Youth in grades K through 6 - 30

PROGRAM OPTIONS

Before-School Program: 6:30 a.m. - Start of the School Day

Before school opportunities include self-directed and structured activities, a variety of projects and enrichment activities, physical activity time, homework help and computers. Breakfast may be purchased from the District Food Service Program.

After-School Program: End of the School Day - 6:00 p.m.

After School opportunities include self-directed and structured activities, a variety of projects and enrichment activities, physical activity time, homework help and computers. A snack is provided by the program.

Non-School Day Program: 6:30 a.m. - 5:30 p.m. - Pre-Registration is Required

Non-school days are optional when school is not in session with the exception of District holidays and program set-up days. Non-School Day opportunities include self-directed and structured activities, a variety of projects and enrichment activities, physical activity time, computers, special guests and field trips. Breakfast and snacks are provided by the program, lunch is provided by the families.

Summer Program: 6:30 a.m. - 5:30 p.m. - Entering Kindergarten - Sixth Grade

The summer program is for youth in South St. Paul Public Schools, as well as youth from other districts. Summer opportunities include self-directed and structured activities, a variety of projects and enrichment activities, physical activity time, computers, special guests and field trips. Breakfast and snack are provided by the program, lunch is provided by the families. Registration is required for the summer program; please note that the summer registration is different than the school-year registration.

BREAKFAST, LUNCH, SNACKS & DIETARY NEEDS

Breakfast

Breakfast is served only on non-school days and during the summer between 8-8:30 a.m. Youth are served a nutritious breakfast, provided by the program. Breakfast during the school year can be purchased through the Districts' Food Service Programs. Breakfast menus are posted in the Family Area on site and online.

Lunch

On non-school days and during the summer, families provide a bag lunch. Milk or juice is provided by Kids' Choice. If youth bring a beverage for lunch, it must be in an unbreakable container. Kids' Choice strongly discourages soda. We do not always have access to a refrigerator/freezer, microwave or stove; lunches should be packed accordingly.

Snack

A healthy snack is served every afternoon at all Kids' Choice programs. A snack may be cookies, vegetables and dip, fruit, etc. Milk or juice is provided by Kids' Choice. Snack menus are posted in the Family Area on site and on the program website.

Special Dietary Needs

The Kids' Choice program will strive to accommodate for a youth's special dietary needs as prescribed by the youth's source of medical care. Families are responsible for providing the prescribed diet items that are not part of the program's menu.

TRANSPORTATION

Parents/guardians are responsible for transportation to and from the program site. Transportation for field trips is provided by a contracted busing service.

DAYS CLOSED

Please refer to the Kids' Choice calendar for days that the program is closed. The program calendar is included in your registration materials, monthly newsletter and on the website.

PHOTOGRAPHS

Photographs, videos and other documentation taken at Kids' Choice and/or Community Education activities may be submitted to newspapers, used on District Web sites and/or appear in other print and electronic publications. Parents/guardians give consent to use these photos and/or videos at the time of registration. If you wish to change your approval at any time, please submit a written request to the Kids' Choice office.

GRIEVANCES

If you have a grievance regarding the Kids' Choice program or a staff person, please report it to the Site Supervisor.



ITEMS FROM HOME

The sites are fully equipped with age-appropriate games and activities for the youth to enjoy. If you decide to allow your youth to bring a game or toy from home, please follow the guidelines and policies below:

- The items must be nonviolent and age appropriate.
- The item should be marked with the youth's name in permanent marker.
- Kids' Choice is not responsible for any damage or loss that may occur. We do not have secure storage for items from home.
- While we encourage and teach youth to share, please talk to your youth about sharing items with others who may not treat them with the same respect as they do.
- If an item becomes a problem, your youth will be asked to leave it at home.

During the school year, the Kids' Choice program and the elementary schools work cooperatively in regards to this matter. Families and program participants should realize that if they are playing with a toy/item from home during school hours, they will be subject to building discipline. In addition to building discipline and according to the Kids' Choice policy, the participant will not be allowed to bring items from home to the Kids' Choice program if it becomes an issue during the school day.

Please see the Technology Usage section of this handbook regarding the use of electronic devices including, but not limited to, cellular phones, smartphones and smartwatches, digital cameras, laptop computers, tablets and other personal electronic devices capable of transmitting data or images during Kids' Choice programming time.

SOUTH ST. PAUL PROGRAM LOCATIONS

KAPOSIA EDUCATION CENTER

1225 First Ave. S.
South St. Paul, MN 55075
Site Supervisor: 651-398-3699

LINCOLN CENTER

357 Ninth Ave. N.
South St. Paul, MN 55075
Site Supervisor: 651-398-2532

CONTACT INFORMATION

COMMUNITY EDUCATION OFFICE

Central Square Community Center
100 7th Ave North
South St. Paul, MN 55075
Monday-Friday, 7:30 a.m. - 4 p.m.

OFFICE STAFF PHONE NUMBERS

Registration/Billing 651-306-3631
Fax 651-552-3108

WEBSITE

www.sspps.org/communityed

FACEBOOK

www.facebook.com/SSPPS6

REGISTRATION PROCEDURES

Enrollment is based on a first-come, first-served basis. Full-time registrations will receive priority. After available spots are filled, youth are placed on a waiting list.

To register for Kids' Choice school year, summer or non-school day care you will need to create a login and online childcare account. A registration fee will be collected once your registration is approved. If you have any questions about registration or payment please call 651-306-3631.

School-year, summer and non-school day registration must be received by the deadline date; after the deadline, regardless of attendance or withdrawal, all registered youth are billed. Families registering late are placed on a waiting list and are charged the higher non-school day rate if space becomes available.

Enrollment Requirements

- Complete registration online for each new school year and summer program
- Be available to answer an additional questionnaire about your student's unique needs
- Submit a nonrefundable registration fee for each youth for every new school year and summer program
- Submit authorization from any agency providing sliding fees or county payments
- Submit above items to the Kids' Choice office one week prior to youth's first day
- Registration will not be accepted if Child Care Account has an outstanding balance

WITHDRAWAL/CHANGE OF SCHEDULE NOTICE

Parents/guardians planning to withdraw their youth from Kids' Choice may do so at any time; however, notice must be given in writing or verbally to the office staff two weeks prior to the last day of attendance. Tuition is charged for two weeks from the notification date. If your youth care needs to be changed, a youth's daily schedule may be changed to accommodate the request if openings in the program are available. Please note, once the monthly invoice is sent out for the month, changes cannot be made to your child's schedule. Parents/guardians are responsible for paying for all days in which your child is scheduled.

Please contact the Kids' Choice office with changes or withdrawals.

TYPES OF FEES

Tuition Fee

For fee information, visit www.sspps.org/schoolagecare or call the Kids' Choice office at 651-306-3631.

Registration Fee

A non-refundable registration fee is charged to each youth enrolling in each new school year and summer program. Youth who leave the program and return at a later date are reassessed a registration fee.

Early & Late Fee

Parents/guardians arriving before 6:30 a.m. and after the 6:00 p.m. (5:30 pm on non-school days and summer) closing time, regardless of weather or other circumstances, are assessed an early/late fee for each youth for each 15 minutes, or fraction thereof, that they are early/late. The charge will appear on the next billing statement. This is for emergency use only; if used excessively, families will be contacted by the Kids' Choice Site Supervisor and may be asked to find alternative care.

Withdrawal Fee

Please see page 6 for information on withdrawing from the Kids' Choice program.

Extra T-Shirt Fee

Youth are required to wear their current Kids' Choice T-shirt on all field trips. If your youth arrives without his or her T-shirt, one will be given to the youth and your account will be assessed the current extra T-shirt fee.

PAYMENT PROCEDURES

Each month you will receive your bill via email. Tuition fees cover a one-month period and are due in advance of the youth care service. Tuition statements are emailed by the first work day of each month prior to the month of service. Please note, once the monthly invoice is sent out for the month, changes cannot be made to your child's schedule. Parents/guardians are responsible for paying for all days in which your child is scheduled. Tuition is due the 15th of each month or the closest working day to the 15th. Tuition must be paid in full by the 15th, or the closest working day to it, to avoid a late charge. Enrollment in our Auto-Payment Program is the most convenient way to pay your bill. You may enroll in the Auto-Payment Program online or by calling the Kids' Choice office. Your credit card or electronic check will automatically be charged on the due date. Payments may also be mailed or dropped off in person.

Accounts must be at a zero balance by the final working day of the month in order to continue attendance on the first working day of the new month. A reminder is issued to families with an outstanding balance on the 16th or the closest working day to that date each month.

The Kids' Choice program is tuition funded. Therefore, it is imperative that all fees are paid on time. Accounts are considered delinquent if payment is not made in full by the final working day of the month. Care is terminated as of the first working day of the new month if your account is delinquent. School-year and summer program registrations are not accepted if accounts are delinquent in status. These stipulations apply to county co-payments and other charges not covered by the county.

Cash payments must be made in person at the Kids' Choice office. Payments by check or money order may be sent by mail or brought to the office. Kids' Choice also accepts debit and credit card payments in the office, online or over the phone. When paying by credit card, the amount shows up on credit card statements as a payment to Community Education. Site staff members are not allowed to take payments on site. For billing questions, please call 651-306-3631.

Payments may be mailed or brought to:

Community Education Office
100 7th Ave North
South St. Paul, MN 55075

Please note: Re-entry into the program by families previously turned into collections will be evaluated on a case-by-case basis. In the event that re-entry is granted, all outstanding tuition fees must be paid in full prior to the first day of service. In addition, all new monthly tuition fees must be paid in full prior to the first day of each month of service.



DEPENDENT CARE REIMBURSEMENT ACCOUNTS

Families using Dependent Care Reimbursement Accounts through their employers may submit the forms to the Kids' Choice office for verification. The forms must be completed, except for the authorization signature, and should accompany payment. Only the actual amount paid is verified. Allow several days for the forms to be completed and returned to you.

RETURNED CHECKS

Checks returned due to insufficient funds or closed accounts are assessed a service charge. If two non-sufficient funds (NSF) checks are received, all further payments must be made by money order, cash or cashier's check.

COUNTY AND FEDERAL ASSISTANCE PROGRAMS

Fees not covered by the assistance programs becomes the responsibility of the parent/guardian. For example but not limited to: early drop off/late pick up fees, t-shirt fees, registration fees, bi-monthly copayments, absences or exceeding authorization hours. The program is required to report to the County when payments are not being paid.

TUITION REFUNDS & CREDITS

Refunds or credits are not given for emergency school closing days or days when youth are absent due to illness (including covid-related), vacations, behavior suspensions or delinquent account suspensions. Families are expected to pay for all days for which youth are registered. In case of an extended illness of the child, families are not charged after five consecutive days of illness; the office must be notified immediately, and a medical certificate must be sent from a physician indicating that the absence and subsequent consecutive absences are due to the extended illness. Youth registered for non-school days receive a refund only if the registration is cancelled prior to the deadline date or if the reserved space is filled by a youth from the waiting list.

If your youth is registered for Kids' Choice on an all-site field trip day and he/she does not attend the field trip, refunds are not given.





ABSENCE

If a youth is absent from Kids' Choice due to illness or vacation, parents/guardians should inform the Kids' Choice staff by calling the site and leaving a message. The school staff does not inform Kids' Choice of a youth absence. If notice is not received, parents/guardians are called to verify the location of their child.

Staff are responsible to make sure that every youth is present at the site by checking them in or out on the iPad.

If a youth is missing, staff will:

- Check voicemail and message board
- Check with front office staff and classroom teachers
- Contact parent and emergency contacts
- Check with Site Supervisor

If youth is still unable to be found, the non-emergency line will be called.

SIGN IN & SIGN OUT

For the safety of the youth, parents/guardians are required to walk all the way to the designated door for drop-off and pick-up. A staff member will greet you at the designated door and will sign your child in and out of the program. The staff assumes responsibility for the youth once they are signed in. Parents/guardians should inform the staff that they are leaving with their child. Please do not ask youth to come to a waiting car. Failure to follow this entire procedure may lead to termination from the program.

RELEASE OF YOUTH

Youth are released only to persons listed as authorized to pick up the child, unless staff have been notified. Youth leaving with another youth's family must have a written note/phone call to the staff from their parents/guardians. In an emergency situation, the account owner(s) must call their youth's site to inform the staff that someone other than the authorized persons will pick up the youth. Please inform them that the staff will request a picture ID. The owner(s) of the account are the only people that can add or delete authorized persons to pick up. Parents/guardians that have custody issues are responsible for communicating on their own outside of the Kids' Choice program to add/remove a person from the authorized pick up list.

CUSTODY ISSUES

The Program shall give full rights under the Family Educational Rights and Privacy Rights and Privacy Act (FERPA) to either parent, unless the Program has been provided with evidence that there is a court order that specifically revokes these rights. Without such information, Kids' Choice assumes joint legal custody and joint physical custody. If a situation warrants their involvement, local authorities may be contacted for assistance. Families with custody issues have to work things out with each other outside of the program. The program cannot mediate or be put in the middle.

SECURITY PLAN FOR KIDS' CHOICE SITES

Two-way radios, attendance sheets and iPad sign in and out keep staff members aware of where the youth are on site at all times.

SAFETY DRILL PROCEDURES

The youth and staff of the Kids' Choice program will participate and record five fire drills, five lock-down drills and one severe weather drill during the school year. Drills will also be conducted during the summer program on a smaller scale.

PROCEDURE FOR LATE PARENT/GUARDIAN

If a youth remains at Kids' Choice after the 6:00 p.m. (5:30 pm on non-school days and summer) closing time, the staff notifies persons listed as authorized to pick up the child. If none of these persons are available or able to come for the child, and if the parent/guardian has not arrived by 7 p.m. or contacted the staff, Dakota County Youth Protection/Social Services and local police are called. The youth is then turned over to their custody.

MANDATED REPORTING

Minnesota State Statute mandates all staff working directly with youth to report any evidence or suspicion of youth abuse or neglect.

YOUTH WELLNESS

Ways to Promote a Healthy Environment for all youth and staff

If a youth becomes ill or is injured while on site, the program will notify the parent or legal guardian(s) so arrangements can be made for your youth to be taken home. The youth is kept in a quiet place and allowed to rest until parents/legal guardian(s) arrive. If parents/legal guardian(s) cannot be reached, persons listed as authorized to pick up the youth are called. Please keep your emergency contact information up to date. Refunds are not given for days youth are absent from Kids' Choice due to illness, unless it is longer than one week and a doctor's note is sent to the Kids' Choice office.

Youth who are ill or exhibiting any symptoms of illness should not come to school. Always keep your youth at home if an elevated temperature is present. Temperature should be normal for 24 hours (without medication) before they return to programming.

- Youth with a temperature of 100 degrees or above cannot stay in school, a parent/legal guardian(s) will be notified to pick them up.
- If your youth has vomited or had diarrhea, please keep them home until 24 hours after the last episode.
- If your child has any rash that may be disease related or you do not know the cause, check with your family doctor before sending the youth to the program.
- Youth should be dressed appropriately for the season and specific weather as they go outside most days during programming.
- Staff will verbally assist a youth if they have a toileting accident. Youth are expected to care for themselves and to be toilet trained.
- It is the responsibility of the parent(s)/ legal guardian(s) to educate their youth on proper personal hygiene techniques.
- Daily physical activities and healthy food choices are encouraged and offered daily.

PETS

Please Do Not bring family pets into the school for visitation/sharing. Student allergies and uncharacteristic, nervous responses by animals create health and safety concerns at school.

BALLOONS (LATEX) AND FLOWERS

Balloons and flowers of any kind are not allowed in school due to various youth allergies and the difficulty of transporting home.

COUGH DROPS

Cough drops must be accompanied by a permission slip. A generic cough drop permission slip can be obtained from the Site Supervisor upon request.

SELF-CARRY MEDICATION

Doctors' orders and Licensed School Nurse authorization are needed for a youth to self-carry.

MEDICATION

District procedures and Minnesota State guidelines require the following:

- Each year, at the beginning of the new school year, a form must be completed and placed on file with the youth programs for any youth to receive any medication or medical treatments during programming hours. New forms are required whenever there are changes in dosages or times medication is to be given.
- All medications need to be FDA approved. If there is a question about FDA approval, parents/guardians are to check with the Site Supervisor who will consult with the Licensed School Nurse.
- The Site Supervisor under the Licensed School Nurse, or in the absence of the Site Supervisor, a staff member may be designated by the LSN may administer the medication.
- Medication to be given during the program must be supplied in the original prescription bottle. The pharmacist should prepare a container of the medicine with the appropriate labeling for school use.
- Written parent/guardian permission and written physician orders are required for any prescribed medications. This medication administration must be at the discretion of the Licensed School Nurse to the Site Supervisor.
- Forms are available on site.
- All medications must be accompanied by specific instructions, including dosage, time of day, and length of time needed. Medication should be given at home whenever possible.
- All medicine will be kept in a locked cabinet.
- For the safety of all youth, it is recommended that the parent/guardian bring their youth's medication to the program directly.

MEDICAL DEVICES

Medical devices (crutches, wheelchairs, neck braces, etc.) need to be provided by the family or physician and require a doctor's note indicating restrictions and length of use.

If you have health concerns regarding your youth, please indicate those concerns at the time of registration and the Site Supervisor will call you to discuss your concerns.

SUNSCREEN & INSECT REPELLENT

During the summer months, parents/guardians may supply sunscreen and insect repellent; These products are not supplied by the program. Application of sunscreen and/or insect repellent require written permission; parents/guardians give consent to use sunscreen and insect repellent at the time of registration. The Kids' Choice staff may assist your child, but the staff is not responsible for applying any lotion/repellent.

ACCIDENTS & INCIDENTS

Parents/guardians are informed of any accident/incident involving their youth at Kids' Choice.

In the case of a minor injury, staff members administer first aid and complete an accident/incident report for the parents/guardians to review and sign when they come for their child.

In the case of a serious accident, families are called to take the youth for medical attention. An accident/incident report is completed for parents/guardians to review and sign.

In the case of a life threatening emergency, 911 is called. Paramedics determine whether the youth needs further treatment or needs to be transported to the hospital. The family is notified immediately.

Staff are trained yearly on CPR, First Aid and Head Trauma.

INSURANCE

The school district does not carry accidents or health insurance for the youth. Parents/legal guardians are responsible for insurance and health coverage for their youth.

WEATHER CONDITIONS

If South St. Paul Public Schools are closed or delayed due to weather conditions, the Kids' Choice Program makes adjustments to its programming. Refunds are not given for Emergency School Closings. If school is dismissed early because of weather or maintenance problems, Kids' Choice is also closed. Early closings are aired on all major local television stations (channels 4, 5, 9 and 11). If school is closed for the day or has a late start and or mid-day cancellation, the Kids' Choice program adjusts programming as follows:

Before-School Program

School closed: There is no before-school Kids' Choice.

Late start: Kids' Choice will start late in accordance with the emergency announcement. An example, for a 2 hour late start, the program will begin at 8:30 am instead of 6:30 am.

After-School Program

School closed: There is no after-school Kids' Choice.

Late start: After-school Kids' Choice is not affected.

Mid-day cancellation: After school Kids' Choice will be canceled. Parents/guardians are responsible for picking up youth from school immediately.



BUILDING EMERGENCIES

If South St. Paul Public Schools are closed or delayed due to weather conditions or emergency measures, the Kids' Choice program makes adjustments to its programming. If the emergency situation happens during programming hours, Kids' Choice adjusts as follows:

- Kids' Choice uses District buses or walks the youth to another open site.
- Site Supervisors are responsible for bringing any paperwork that is needed to the other site so regular programming can continue.
- A note is posted on the entrance door notifying families of the location where the youth were transported.
- When possible, Kids' Choice airs the closing using the same media as South St. Paul Schools during a weather-related school closing.
- The Kids' Choice Site Supervisors contact the families, if possible, and let them know about the situation and where to pick up their child.

Please note: phones in the District may not be in operation in an emergency situation, therefore the staff is not able to call parents/guardians. Listen to your local radio and television stations. If the radio or television announcements do not mention the Kids' Choice program, the above information still holds true. When school is closed, families are still charged the daily tuition.

FIELD TRIP PROCEDURES

Kids' Choice offers opportunities for youth to go off site to a variety of destinations. Youth are transported by contracted school buses. Kids' Choice may go on walking field trips; permission for all of these trips are given at the time of registration.

Youth care is not provided on site during all-site field trips because all Kids' Choice staff members attend field trips with the youth; therefore, all youth attending Kids' Choice during the time of a scheduled field trip must attend the field trip. You may also make other youth care arrangements during that time; please note that refunds are not given for these days.

STAFF RESPONSIBILITIES

- A Kids' Choice Program Field Trip Information, Checklist and Buddy Chart is completed and brought along on all field trips.
- Field trip ratios are 1:10 on a typical trip and 1:6 for swimming trips. The destination and type of activity determines the final ratio. Volunteers are not to supervise a group on their own and need to complete a background check.
- Staff members count their group and perform a verbal roll call before leaving for trips, continuously during the trip and before leaving to return to the site.
- Staff members are with their groups at all times.
- Youth are not allowed to wander from a staff member to use the restroom or buy concessions or gifts.
- The Kids' Choice staff may assist your child, but the staff is not responsible for applying any lotion/repellent.
- Weather conditions are considered prior to the trip, and necessary adjustments are made which may cause cancellation of the field trip.
- Staff members and youth must wear their current Kids' Choice T-shirt on the field trip. Should a youth arrive at the site on a field trip day without their current T-shirt, families will be asked to return home for the T-shirt or have the current extra T-shirt fee assessed to their account for a new Kids' Choice T-shirt.

WHAT FAMILIES CAN EXPECT FROM KIDS' CHOICE

- Provide a safe, supervised and inviting environment where youth have fun, feel welcome, are safe and develop friendships.
- Provide qualified, caring staff who show a genuine respect for youth, act as positive role models and promote each youth's self-esteem.
- Provide a variety of developmentally appropriate projects and academically enriching activities as well as indoor and outdoor activities and self-directed play.
- Continually evaluate the program in relation to the needs of youth, families and staff.
- Keep families informed through an orientation to the program, (school year and summer), site newsletters, weekly site emails, web page, information boards, informal conversations and formal conferences as requested by the family. Program surveys are requested twice during the school year and one time during the summer program.

WHAT KIDS' CHOICE EXPECTS FROM FAMILIES

Kids' Choice requires the involvement and cooperation of both the staff and families to help build a quality program. Families' cooperation is appreciated in the following areas:

- Check the Family Area and e-mail daily for new information and reminders, and meet all registration deadlines.
- For the safety of the youth, parents/guardians are required to walk all the way to the designated door for drop-off and pick-up. A staff member will greet you at the designated door and will sign your child in and out of the program. The staff assumes responsibility for the youth once they are signed in. Parents/guardians should inform the staff that they are leaving with their child. Please do not ask youth to come to a waiting car. Failure to follow this entire procedure may lead to termination from the program.
- Communicate concerns about your youth to the staff. They are there to help.
- Listen to staff members' concerns about your youth's behavior, and cooperatively work toward an agreeable solution to any problems.
- Talk to the Site Supervisor if you have a question, concern, suggestion or compliment. Your input is appreciated!
- Families will not be physically/verbally aggressive or use inappropriate language with staff or program participants. Local police will be called and families may be terminated from the program.
- Address the staff with issues that may involve other youth in the program. Families are not to address other youth themselves.
- Have youth dressed appropriately for both indoor and outdoor activities. Hats, boots, mittens and snow pants are a must during cold months. Tennis shoes are always needed to participate in gym activities.
- Do not allow youth to wear clothing that promotes tobacco/alcohol or that has objectionable language and/or hats to the program. Clothing and accessories of this nature are not allowed at Kids' Choice.
- Do not allow youth to bring toy weapons in order to adhere to School District policy.
- Be prompt in coming for your youth. The program closes at 6:00 p.m. (5:30 pm on non-school days and summer)
- Send a bag lunch on non-school days and summer programming if lunch is not provided.
- Inform the staff of any changes in address, phone number or other pertinent information.
- Pay Kids' Choice tuition promptly.
- Pets are not allowed on site due to the possibility of allergies and sanitary reasons.

VOLUNTEERING

You are always welcome to volunteer at the Kids' Choice program or on field trips (entrance fees will be paid by the volunteer and you may need to provide your own transportation). Volunteers must be 18 years of age or older. All volunteers are required to complete a background check each school year. The fee for the background check is paid by the district. Younger family members not enrolled in the program are not allowed to participate in the field trips. See your Site Supervisor for the Volunteer Application. Please follow District policy for visitors/volunteers in the building. Volunteers will not supervise or be left alone with a group of youth.

WHAT KIDS' CHOICE EXPECTS FROM PROGRAM PARTICIPANTS

Respect the rights of others and yourself; "Be safe, respectful, and responsible."

- Be responsible for your actions.
- Know and follow program expectations.
- Respect the property of others and the program.
- Use only acceptable language.
- Use only appropriate physical contact.
- Follow the direction of the Kids' Choice staff.
- Remain with a staff person at all times; ask permission to leave the area.

Youth are supervised in a group/site setting, their behavior is not expected to routinely require one-on-one supervision. Each youth is evaluated on an on-going basis as to the program's ability to meet his or her needs.

TECHNOLOGY USAGE

The use of the school district computer system and access to the internet is a privilege, not a right. Youth are expected to utilize technology in a manner that is consistent with the educational mission of SSPPS. District Policy 474 outlines SSPPS's expectations for student use of technology, to include the use of all electronic devices (e.g. cell phones, smartphones, smartwatches, etc.). All youth are expected to act in accordance with this policy. Misuse of technology includes conduct resulting in harm or potential harm to the youth, another individual, or another individual's property. Youth should be aware that misconduct involving the misuse of technology may also meet the definitions of other offenses outlined in the District Student Rights and Responsibilities Handbook.

- Use of personal electronic devices is a privilege, not a right.
- Youth are discouraged from using personal electronic devices during programming time.
- Misuse of devices at Kids' Choice are subject to the consequences listed.
 - Verbal warning
 - Confiscation
 - Parent notification
 - Parent meeting
 - Loss of other technology privileges during program time
- Parents are asked to not disrupt the school environment by contacting their children via their cell phone and should instead contact the Kids' Choice site to leave their child a message.
- Youth are not allowed to contact parents during programming using their personal device.
- Youth must ask permission to contact parents and will use a school phone when given permission by Kids' Choice staff.

BEHAVIOR GUIDANCE

Student Policies

Besides the policies that are included and/or referred to in this Handbook, students are expected to be aware of and to abide by all of the District's policies. All of the District's policies can be found on the District's website at www.sspps.org under the "About SSPPS" tab and then click on the "School Board" link and then "District Policies" link. Students should pay particular attention to the policies in Section 500, which specifically pertains to students. Questions regarding policies are to be directed to your Site Supervisor.

Youth in the Kids' Choice program follow the same guidelines as our district's elementary schools. We want all families to have a clear understanding of their youth's responsibilities to other youth, the staff and the program environment. The program is committed to a safe and orderly environment. Families and staff are expected to mutually support each other in efforts to help youth exhibit responsible behavior within our program community. Significant behaviors will result in disciplinary action at the discretion of the Site Supervisor. We believe that through building a restorative plan it is important to fix a problem or prevent the behavior from happening again.

When conflict or serious behaviors develop, we will work with the individual youth involved in hope to resolve the conflict. A serious behavior concern is defined as one in which a youth's behavior is hampering the smooth flow to the program by requiring constant one on one attention; inflicting physical or emotional harm on other youth; physically abusing staff; damaging property or screaming/running away.

The behavior guidance techniques used by the Kids' Choice staff center around positive reinforcement, restorative practices, positive role modeling by adults, intervention techniques and redirection. The staff provides the youth with guidance that promotes a positive self-concept. The staff helps youth find solutions to current situations, understands consequences and develop self-control. If a youth is having difficulty, the inappropriate behavior is discussed with the youth and action is taken. If the behavior continues, parents/guardians are notified by phone.

An ARC (Act, Reflect, Choose) Form is completed by youth/staff when a serious disciplinary problem occurs. Behavior such as violent outbursts, willfully hurting other youth or staff, throwing objects, profane language, leaving the room/building/group without permission, threatening behavior, verbal or physical abuse, or the inability to conform to the rules of the program/District are considered serious disciplinary problems.

- An ARC Form will be completed and provided to the parent/guardian.
- The staff, parents/guardians and youth are expected to solve the problem.
- If the behavior continues, parents/guardians are called for an in-person conference.
- If the problem cannot be resolved, parents/guardians are asked to make alternative youth care arrangements for the remainder of the day and or additional days.
- Depending on the severity of the conduct and in accordance with program and District policies, immediate suspension/expulsion from the program may be warranted.
- If a youth is removed from the program due to disciplinary actions, they are not eligible for re-enrollment.

DISMISSAL FROM THE PROGRAM

Dismissal from the program could result if:

- It is determined that the program cannot meet the needs of the youth.
- The parent/guardian refuses to follow program procedures.
- Excessive early drop offs/late pick ups.
- Fees are not paid.

SOUTH ST. PAUL KIDS' CHOICE AGREEMENT

I have received the 2023-2024 and Summer 2024 family handbook, and I understand that it is my responsibility to read it. I understand that it is also my responsibility to abide by all of the District's policies, as they are presented on the District's website at www.sspps.org under the "About SSPPS" tab and then click on the "School Board" link and then "District Policy" link. I must ask questions if I do not understand current policies or a portion of the handbook. I understand that I will be held accountable according to the District's policies.

PLEASE SIGN AND RETURN TO YOUR SITE SUPERVISOR

YOUTH NAME:

PARENT/GUARDIAN NAME:

SIGNATURE OF PARENT/GUARDIAN:

DATE:



SOUTH ST. PAUL SCHOOL AGE CARE
Kids' Choice

South St. Paul
Public Schools



SOUTH ST. PAUL PRESCHOOL

FAMILY GUIDEBOOK

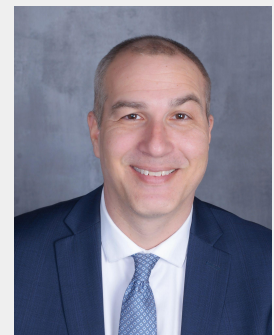
2023-2024

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“South St. Paul Public Schools is committed to providing high-quality, equitable, early learning programs for all children. Early learning experiences are crucial for developing social skills, emotional regulation, problem solving, and a love of learning. ECFE is an important step in a child’s development and we are excited to partner with our families in this learning experience. Thank you for choosing South St. Paul Public Schools. Welcome to the Packer family!”

- Brian Zambreno, SSPPS Superintendent



SSP Community Preschool has a Four-Star Rating

Four-Star Ratings allow families to easily identify child care and early education programs using research-based best practices to prepare children for kindergarten. Programs who volunteer to be Rated are going above and beyond health and safety requirements and have:

- Volunteered for extra, in-depth training
- Devoted themselves to strong, caring relationships with each child
- Adopted the latest approaches to keeping children's learning on track
- Committed to daily activities and routines that help children learn



Early Childhood Screening

We are excited to meet you and your family before your child starts school!
Come in for a FREE, one-hour visit to learn about how your child is developing.



Call 651-457-9418 for FREE screening appointments

Early childhood screening is required for all children attending SSP Community Preschool and for ALL children before kindergarten.

How it helps your child:

- Get their hearing, vision, height, and weight checked
- Find out more about how they play, communicate, and develop.
- Go home with a free book!

How it helps you:

- Learn about how your child is growing and developing.
- Meet the friendly school staff in your district.
- Go home with advice and support, and resources if needed.
- We make a plan together to help your child be the best they can be.



If needed, we can help you sign up for Early Childhood Family Education classes and Pre-School Scholarships (income guidelines apply).

Student Census Information

New to South St. Paul? Had a new baby?

Please call SSP Schools to update your contact information!

This helps us keep you informed about our programs, and important school information for your family!

Call 651-457-9470 to update your SSP census information.

Helping Young Children Be Successful at Preschool

Ideas for HOME before preschool starts:

Adapt to a new schedule by starting bedtime and morning/afternoon routines a few weeks before school starts to give your child time to adjust to the change.

Read stories about going to school to help your child gain confidence and information about the new experience. Talk about the changes that school will bring in your child's typical daily routines.

Drive by your child's preschool site so it becomes a familiar place. Talk about fun experiences your child will have at preschool. Go to the outdoor playground to explore.

Attend Family/Child Fall Family Meeting activities to familiarize you and your child with the preschool classroom environment.

Let your child help get ready for the first day of school by choosing which clothes to wear and backpack to use during the school year.

Approach the year with confidence so your child will too! Listen to what your child is telling you about preschool, good or bad. Talk with the classroom staff if you have concerns.



Creating Drop-Off and Pick-Up Rituals:

Intentional family rituals are some of the most supportive ways to smooth transitions at the beginning of preschool. You might consider how consistent and predictable your “hello” and “goodbye” rituals are.

Have confidence in your child's school and teachers, and you and your child will be able to normalize hellos and goodbyes quickly.

Remember to give your child your complete attention. Please, no cell phones during hello and good-bye!

Drop Off & Pick Up Ritual/Routine Tips and Tricks

- Make bed-time and wake-up time the same every day.
- Leave extra time so you don't feel rushed if traffic or something interesting happens on the way to school.
- Play good-bye and hello games. “Later alligator!”
Come to pick up with a question. “What made you laugh today?”



SSP Community Preschool



Kaposia Education Center



Lincoln Center

South St. Paul Community Preschool classrooms are located right in our two elementary school buildings. Being in our public school buildings allows for a number of services to be available to our Preschoolers and their families every day!

- **Breakfast and/or Lunch are available** for all morning, afternoon, and all day Preschool Programs.
- **Transportation** by bus is available at the beginning and end of the elementary school day for 4-5 year olds who have secured a bus buddy.
- **Licensed School Nurses** are on site for any health concerns.
- Family Support Workers help families with crisis, financial, social, and emotional needs.
- Cultural Liaisons work with families who may have language barriers to learn about school systems and communicate with staff.
- Student Support Specialists are available to consult with classrooms teachers and work directly with children.
- Early Childhood Special Education (ECSE) services are available at each site.
- State of the Art Facilities in both buildings give our Preschoolers access to indoor and outdoor play areas, interactive technology, and school libraries.



SSP Community Preschool

A great way to become familiar and comfortable going to your school BEFORE kindergarten!

3s Preschool – 3 Days Per Week

AM/PM Sessions

Tuition based, scholarships available

Age 3 on or before September 1

The Three-Year-Old Preschool Program is focused on having a school experience to build social skills, self-help and problem solving, gross and fine motor skills, and early literacy and math. Classes engage young learners in hands-on learning experiences. The daily schedule allows a mix of large and small group activities, with a focus on social interaction, individual exploration, creativity, and inquiry.

Class Time	2 hours 45 minutes
Breakfast in AM/Lunch in PM	Served by SSPPS Food Service, Free
Daily Schedule Included	Circle Time, Movement, Large Group, Choice Time, Story Time, Learning Centers, Creative Arts, Snack, Individual Work
Curriculum	Creative Curriculum, SEEDS of Early Literacy
Social/Emotional Support	Conscious Discipline
Assessments	TS GOLD assessment for development and learning organized within the areas of Social–Emotional, Physical, Language, Cognitive, Literacy, and Mathematics
Reporting	Conferences scheduled in November and March Progress Reporting in January and June



4/5s Half-Day Preschool – 5 Days Per Week

AM and PM sessions

FREE at Kaposia & Lincoln Center– Voluntary Pre K (VPK)

Age 4 on or before September 1

The Four/Five-Year-Old Preschool Program offers ample school time prior to kindergarten, and is designed for children who have had some social experience with peers. These classes focus on direct social skills instruction, self-regulation skills, gross and fine motor skills and direct teaching of early literacy and math skills. Classes exploring concepts using hands-on learning activities. The daily schedule allows a mix of large and small group activities, social interaction, turn taking, solving problems, and practicing school routines.

Class time	2 hours 45 minutes
Breakfast in AM/Lunch in PM	Served by SSPPS Food Service Breakfast is Free, Lunch Free/Reduced prices available
Daily Schedule Includes	Circle Time, Movement, Large Group, Choice Time, Story Time, Learning Centers, Creative Arts, Snack, Individual Work
Curriculum	Creative Curriculum, SEEDS of Early Literacy
Social/Emotional Support	Conscious Discipline
Assessments	TS GOLD assessment for development and learning organized within the areas of Social–Emotional, Physical, Language, Cognitive, Literacy, and Mathematics, Preschool Early Literacy Indicator (PELI) measures early literacy, Early Math Inventory (EMI) measures early math
Reporting	Conferences scheduled in November and March Progress Reporting in January and June



4/5s All Day Preschool – 5 Days

ALL DAY Session

FREE at Kaposia & Lincoln Center – Voluntary Pre K (VPK)

Age 4 on or before September 1

The Four/Five-Year-Old Preschool Program offers significant school time prior to kindergarten, and is designed for children who have had little or no social experience with peers. These classes focus on direct teaching of self-regulation skills, social skills, gross and fine motor skills, early literacy, and math skills. Classes explore concepts using hands-on learning activities. The daily schedule allows for a couple of cycles of large and small group activities, social interaction, turn taking, solving problems, and practicing school routines. All day classes fill quickly!

Class time	6 hours and 10 minutes
Breakfast in AM & Lunch in PM	Served by SSPPS Food Service Breakfast is Free, Lunch Free/Reduced prices available
Daily Schedule Includes	Circle Time, Movement, Large Group, Choice Time, Story Time, Learning Centers, Creative Arts, Snack, Individual Work
Curriculum	Creative Curriculum, SEEDS of Early Literacy
Social/Emotional Support	Conscious Discipline
Assessments	TS GOLD assessment for development and learning organized within the areas of Social–Emotional, Physical, Language, Cognitive, Literacy, and Mathematics, Preschool Early Literacy Indicator (PELI) measures early literacy, Early Math Inventory (EMI) measures early math
Reporting	Conferences scheduled in November and March Progress Reporting in January and June



Preschool Class Information

What We Do in Preschool and Why We Do It

- **Social/Emotional Learning (SEL)** focuses on helping children gain knowledge about feelings and getting along with others. SEL is the process in which children are able to acknowledge and recognize the emotions of others, develop empathy, make good decisions, establish friendships, and handle challenges and situations effectively.
- **Literacy and Math** are embedded in all of our activities, whether it is walking down the hall and looking at signs or room numbers, or engaging in specific reading or counting. Every moment is a learning opportunity.
- **Circle time** is a group gathering where we share our ideas, plans, and observations. Circle activities are designed to stimulate youngsters' thinking, enrich their social skills, and extend their attention spans.
- **Gross-motor activities** give children the opportunity to use their muscles--as well as their imaginations--as they engage in fun, healthy exercises, such as running, jumping, and climbing.
- **Fine-motor activities** help improve small-muscle development and eye-hand coordination. Some common items found in the fine-motor/manipulative area include puzzles, beads and laces, pegboards, crayons, and scissors.
- **Art activities** help youngsters creatively express their thoughts and feelings. They help reinforce fine-motor skills and concept development in areas such as colors, shapes, and size relationships.
- **Dramatic-play activities** help children express themselves, practice life skills, improve social skills, increase self-esteem, build vocabulary, and solve problems. And, well, dramatic play is just plain fun!
- **Literacy and math activities** such as learning letter names, letter sounds, journaling, using the writing center with prompts for language learning, number names and counting are integrated into activities throughout the class time, as well as sign-ins, repeated read-alouds, centers, transitions, and activities. We use small groups to work on specific skill building for each child's needs.
- **Music activities** promote children's listening skills, creative expression, and social skills. In music, children can explore sound, volume, tempo, and rhythm.
- **Science activities** offer many hands-on opportunities for observation, exploration, investigation, making predictions, and experimentation.



- **Sand and water activities** allow youngsters to experiment with textures and the properties of different substances. These activities also promote the development of other skills, such as math, science, and language.
 - **Block play** gives children experience with many different concepts, such as shape and size discrimination, spatial relationships, number skills, balance, organization, cause and effect, and classification. Cooperative play skills, problem solving, and creativity are also promoted in block play.
 - **Story time** is designed to help youngsters develop an appreciation and enjoyment of literature, plus enhance children's vocabulary and comprehension skills, and expand their knowledge base and attention span.
-

Tuition Information

- Tuition applies to 3-Year-Old Classes and Lil' Packers only. 4's Preschool is FREE at Kaposia and Lincoln Center thanks to Voluntary Pre-Kindergarten (VPK) funding from the state of Minnesota!
- Tuition is due the first school day of every month, September through May.
- Tuition is to be paid on time at the beginning of each month. If you are having difficulty making payments on time, contact the Community Preschool Office at 651-457-9418 to make arrangements for payment. Your child may be withdrawn from class if your account is not kept up-to-date.
- Preschool Scholarships are available for qualifying families. Please call the Community Preschool Office at 651-457-9418 for more information.
- Yearly tuition for all classes is divided into 9 equal payments. Tuition for children who start preschool later in the year will be prorated to the months of enrollment.
- If your family leaves the preschool program, tuition for the month of departure is to be paid. Tuition will not be reimbursed for days missed.

How do I make tuition payments?

- Preschool tuition will be paid month by month
- A reminder will go out during the last week of each month
- Go to earlylearning.sspps.org and follow the link on the main page to pay online

Payments are not accepted in the preschool classrooms.

Scholarships

South St. Paul Community Preschool provides **SCHOLARSHIPS** for children to learn, grow, and attend. We are happy to work with you to fill out paperwork and check eligibility for free tuition.

For more information on scholarships call

651-457-9418

We are here to support all families!

Drop-Off & Pick-Up Information

We are continuing to stagger our start and end times from both Kaposia and Lincoln Center (K-5) to allow for more distance and easier drop-off and pick-up for preschool families.

Kaposia Education Center	All Day Classes Mon - Fri AM Classes: Mon - Fri, Mon/Wed/Fri PM Classes: Mon - Fri, Mon/Wed/Fr Lil Packers: Tues/Thurs	9:10 AM - 3:25 PM 9:10 AM – 11:55 AM 12:35 PM - 3:25 PM 9:10 AM – 11:10 AM
Lincoln Center	AM Classes: Mon - Fri, Mon/Wed/Fri PM Classes: Mon - Fri, Mon/Wed/Fr Lil Packers: Tues/Thurs	8:25 AM - 11:15 AM Noon – 2:50 PM 8:25 AM – 10:30 AM

Kaposia & Lincoln Center Drop-Off and Pick-Up Procedures

SSP Community Preschool will follow the Elementary building expectations for drop off/pick up. Families are asked to drop off/pick up outside with your teacher each day. Additional outside drop off details will be shared by your teacher during your Family Meetings in September.

Kaposia Education Center

Parents must walk your child to the teacher at Door 2 at Kaposia to check in, and pick up your child from the teacher at the end of the day at the same door.

Lincoln Center

Parents must walk your child to the teacher at Door 1 at Lincoln Center to check in, and pick up your child from the teacher at the end of the day at the same door.

Drop Off/Pick Up Safety

Children will only be released to adults (aged 18 or older) listed on the enrollment/emergency information. Teachers will take a picture of families for easy and efficient identification at the door, and to support “Conscious Discipline Family Wall” routines.

Preschoolers who are dropped off by their “Bus Buddy” brother or sister will be met by staff at the bus. At the end of the day, preschoolers will be escorted to the gathering area for students who bus, and matched up with their Bus Buddy in the supervised line for their numbered bus. See requirements about “Bus Buddies” below.

Late Fees

If a parent is late for pick-up, immediately notify the Preschool Office at 651-457-9418. A staff member will remain with the child until the parent’s arrival, or the child will be supervised in the school/building office.

We understand that unexpected circumstances sometimes arise, so families are given a grace period of two late pickups. **On the third late pickup, there will be a meeting with the Early Learning Coordinator and late fees will be enforced.** \$5 for the first 15 minutes, and \$1 per additional minute beyond 15 minutes will be charged each day that a child is picked up late.

Bus Information

Children who are 4 by September 1st may be eligible to ride the bus to school!

If your family qualifies for bus transportation, your four-year-old preschooler may ride the bus to and/or from school if you secure a “Bus Buddy.” A Bus Buddy is a big brother or sister, or responsible student from your stop but stop (in 1st grade or older). **Families are responsible for finding their preschooler’s Bus Buddy, as well as an alternate.**

If you have questions about whether your family is eligible for transportation, call the Transportation Office at 651-457-9474

Bus service is available for drop-off only for the morning preschool session, or pick-up only for the afternoon preschool session.

Children must have a BUS PASS issued by the SSPPS School District Transportation Department to ride a bus. This pass should be visible to the driver in or attached to the child’s back pack.

Use the “Bus Buddy Contract” as your guide to teach the buddy how to support the safety and supervision of the preschooler on the bus and at the bus stop. Please contact the Community Preschool Office to make arrangements for bussing, including submitting a completed “Bus Buddy Contract” found on the next page of this Handbook.

Bus Buddy Contract

For families eligible to ride the bus to school

Please return completed form to:
SSP Community Preschool Office
104 5th Avenue South
South St. Paul, MN 55075
651-457-9418

Once this form is completed and returned to the Early Learning Office, you will receive a bus pass. Preschoolers **MUST** have a bus pass to ride the bus.

A “Bus Buddy” is a big brother, sister, or friend (at least first grade or older) who gets on the bus at the same bus stop as your four-year-old preschool student. Parents make the arrangements and the “Bus Buddy” signs the contract to be responsible for:

- Being a good role model in words and behavior.
- Standing with the preschooler at the bus stop.
- Sitting with the preschooler on the bus (first 3 seats by the driver please!)
- Following the rules of the bus.
- Walking the preschooler to his/her teacher from the bus, and/or
- At the end of the day, meet your preschooler buddy at the gym to go to the bus together.

Please find an alternate bus buddy so that your preschooler has someone to ride with if their usual Bus Buddy is absent or goes home sick. Remember to let your Preschool Teacher know of any changes! Preschoolers will only be released to the authorized “Bus Buddy” and will not be allowed to board the bus if their Bus Buddy is not with them.

Preschooler’s Name: _____ Date of Birth: _____
Parent Name: _____ Email: _____
Home Address: _____ Phone #: _____
Building: _____ Teacher: _____ Class Days of Week: _____ AM/PM: _____
Address Child will be coming from or going to: _____

I agree to be a great “Bus Buddy!”

Student “**Bus Buddy’s**” Name: _____
Student “**Bus Buddy’s**” Signature: _____
School: _____ Grade: _____ Teacher: _____ Bus Number: _____

Parent/Guardian Signature: _____ Date _____
Alternate “Bus Buddy’s Name _____ Grade/Teacher: _____
Alternate “Bus Buddy’s Signature: _____

Attendance/Nurse Information

Kaposia Education Center
Health Office
651-457-9422

Lincoln Center
Health Office
651-457-9498

**Call your Health Office before the start time of class
to report an absence on the 24/hour voice mail**

When reporting an absence:

- Leave the child's first and last name
- The reason for the absence, with as much details as you can
- Your relationship to the student
- A phone number where you can be reached

Aim for perfect attendance! It's a great learning habit!

Attendance: Call if Absent - REQUIRED

Regular attendance at preschool is very important for your child's learning and preparation for kindergarten. If your child must be absent, parents must call the Health Office of your school (phone numbers above.) You will receive an automated call from the Attendance Office if your child is absent and you have not called to let us know. This is the same procedure as the elementary schools have, so there is an opportunity to build great habits!

Inconsistent attendance, being late to class often, or missing many days in a month will require a meeting with the Early Learning Coordinator, Family Support Worker, teacher, and parent to make a plan for improvement. If there is a waiting list for enrollment in a particular class or for scholarships, a pattern of inconsistent attendance may result in the loss of your preschool spot.

Prepare your child for a lifetime of success by making regular school attendance a priority. By figuring out the reasons for your child's absences – whether physical or emotional – and taking advantage of support services at school, you can help set your child on the path to success!

If regular attendance is difficult for any reason, please give us a call at 651-457-9418 so we can help connect you to resources and support.

SSP School Nurse Frequently Asked Questions

A Licensed School Nurse (LSN) is on staff at each elementary school during regular hours.
Call your school nurse, at the number on the previous page, with any other questions!

Is my child well enough to go to preschool?

Please do not send your child when he/she is sick. A bad cough, diarrhea, vomiting, upset stomach, or a temperature above 100°F prior to fever reducing medication within the last 24 hours are reasons to stay home. Although children sometimes insist on going to school when sick, please do not send them.

What happens if my child becomes sick at preschool?

If your child becomes ill during class, your child will be kept as comfortable as possible in the Nurse's Office at Kaposia and Lincoln. You will be notified to pick-up your child. If you cannot be reached, a person listed on the Emergency Card will be contacted for pick-up. Please inform your child's teacher when changes to Emergency Contact Information occur.

What happens if my child gets hurt while at preschool?

Common injuries and minor first aid will be handled by staff and/or the school nurse. An accident form will be completed by the teacher and you will be informed that day. In case of more significant injury, our school nurse will assess the situation and give first aid as needed. You will be notified, and when necessary, 911/ambulance will be called in case of extreme emergencies and your child will be taken to the nearest hospital. This will be billed to the parents(s)/guardians(s).

What if my child has ongoing health concerns/allergies?

If your preschool child has a health condition that requires any medical attention during the school day, please contact the School Nurse and arrange a conference to discuss a Health Plan regarding how these needs can be met during school hours. Please be sure your child's teacher is aware of any allergy concerns.

What if my child takes medication during the time preschool is scheduled?

A form must be completed and placed on file with the School Nurse for any student to receive any medication or medical treatments during school hours. New forms are required whenever there are changes in dosages or times medication is to be given. Medication to be given in schools must be supplied in the original prescription bottle, and prepared by the pharmacist with the appropriate labeling for school use. Written physician orders for all medication must include specific instructions: dosage, time of day, and length of time needed. Medications should be given at home whenever possible.

What happens if a child has a contagious illness?

Parents are requested to call teachers immediately for any contagious illness their children contract. A notice will be posted and sent home so other parents will know their child has been exposed to a contagious illness.

Why are immunizations required?

Minnesota State Law will be enforced regarding required immunizations. Please contact the Health Office at 457-9449 or 457-9476 if you have any questions about your child's immunization status.

Positive Behavior Support

Positive Behavior Support

We are committed to providing a safe and positive learning environment for all children. The SSP Community Preschool's behavior expectations encourage children to develop social and emotional skills including self-control/or self-regulation skills, problem solving, safety and respect for others.

SSP Community Preschool's commitment to an age-appropriate and play-based curriculum ensures that activities are child centered and promote positive social interactions. Teachers carefully craft the environment, communicate and enforce clear boundaries and expectations for behavior, and use verbal and nonverbal cues and/or directly teach behavior expectations to foster success.

Teachers model appropriate behavior and guide positive interactions among children and adults. Nurturing these skills is a central component of both Creative Curriculum® and Conscious Discipline®. Consistent use of these strategies and instructional materials help support children as they grow into successful, lifelong learners. Throughout the school year, each month in the SSP Community Preschool e-Newsletter, we will be sharing Conscious Discipline strategies and vocabulary you can use at home!

When a problem arises, the teacher relies on modeling appropriate behavior, giving children vocabulary to use, supporting ways to calm bodies, teaching peacemaking skills, reinforcing positive behaviors, and making good decisions. Children learn to make appropriate choices and develop techniques for regaining self-control when they feel frustrated. Instructive and individually appropriate strategies and routines help to strengthen the child's self-control and maintain self-esteem and the feeling of being part of our school family.

When a child experiences a particularly challenging time, we encourage parents and teachers to work together and develop appropriate strategies. If a specific circumstance needs attention, the teacher will follow these procedures:

1. The teacher will observe and document a child's behavior.
2. The teacher will discuss the child's behavior with a parent and inform him or her of learning-based strategies the teacher will implement, and will follow up with the parent about how these strategies are influencing the behavior.
3. If the concerns continue, the teacher will discuss additional options/interventions with the teaching team and behavior specialists in the building. A meeting with the parent will be held to share data collected, and to continue to document new or additional strategies.
4. If the concerns continue to be significant and, persistent, our teaching team will ask the Early Childhood Special Education (ECSE) department to meet with the teaching/parent team, discuss the concerns, review data, and consider next steps or supports which could include an evaluation from the ECSE Team. Further information is available regarding ECSE and Special Education qualifications, Individual Education Plans, Parents Rights and Due Process from our Special Education Team at: 651-457-9497.
5. In the rare instance that a child has hurt another child or adult, is a safety concern to themselves (ex: running out of the building, throwing furniture), or the child's behavior is so unregulated that

remaining in school for the rest of the day would not be beneficial, the parent(s) will be called to pick up the child before the end of the day. A meeting will be held with the parent, and the preschool teaching and administrative team prior to the child returning to school. A behavior plan will be made, updated, or changed to better meet the needs of the child. Exclusion from preschool is a last resort and occurs when all school supports have been exhausted and/or found not effective in supporting safe school behavior.

Nutrition Services

ALL families must complete (or opt out of) the Household Application for Educational Benefits Free/Reduced Priced Lunch.

This ensures our school district receives additional benefits and funding.

The form or opt out option can be found in your schoolcafe account or visit the SSP Nutrition Services webpage: www.sspps.org/department/nutrition to download a physical copy.

Meals

Breakfast is a critical part of a healthy start to a learning day. In preschool, breakfasts and lunches are eaten in the preschool classroom. You can find menus and more information on the SSPPS District website.

School breakfast and lunch are provided FREE to ALL families through the Free School Meals program.



Preschool General Information

Assessments/Conferences/Progress Reports

Each child's progress in preschool is observed and monitored throughout the year. We use TS Gold throughout the year to track developmental and academic progress. The teacher looks for growth in areas of social/emotional, cognitive, language, and physical development. Skills are assessed in the fall, winter and spring and reported via Conferences in November and March, and through Progress Reports sent home in January and at the end of the year. During the school year, additional conferences may be held as requested by school personnel, parent(s), or legal guardian(s).

Birthdays, Party Invitations, and Holidays

Birthdays are important for many preschoolers. We acknowledge children's birthdays with songs, discussions, and stories, unless we are notified by a family they do not observe birthdays. We ask that birthday treats or desserts be saved for parties at home, and therefore not to be brought to school. Consider bringing a healthier snack such as fruit or crackers. They will be passed out at the teacher's discretion either during the snack/meal time or as a "take home treat."

We understand that some parents plan birthday parties at home, and would like to invite the preschool class. Preschool staff cannot take responsibility for party invitations being distributed at school, and are not permitted to give out classmates' contact information.



Because many holidays are religious in nature, we choose to not celebrate holidays in general at our school. However, we do recognize that holidays are an important part of many lives and often include discussion about holiday activities. Whenever possible, we will lead activities or have crafts that might parallel the season, focus on kindness and on building our school community, acknowledge friendships, and celebrate our learning.

Child Custody

Staff will strictly adhere to the enrollment/emergency information for the list of authorized people to pick-up children. All legal documents defining custody and visitation rights must be submitted to the preschool staff, and kept up-to-date if legal expectations change. Without such information, preschool staff will assume joint legal and physical custody.

Clothing

Children should wear comfortable, washable play clothes and closed-toe shoes (please no flip-flops - tennis shoes are best). We recommend bringing a large paint shirt to be worn for messy activities. Toilet accidents are prevented when children can easily unbutton or pull down pants. Clothing that is easily managed by children encourages self-help and independence. Please dress your child for the weather as we go outside nearly every day. **Label all personal items such as backpacks/mittens/boots/etc.**

Please bring an extra set of clothes for your child which will be kept in their backpack!

Confidentiality

Confidentiality plays a vital role in promoting respect for every individual and fostering a strong community. We take confidentiality very seriously and make every effort to protect each family's privacy. Communications among staff and parents about children should be kept confidential at all times. We recommend that conversations about a child, behavior, or incident should be conducted in private, away from the child and other members of the community. Discussions at drop-off or pick up should be kept to a minimum. If you have a question or concern, we suggest that you first contact the teacher via email or in person to arrange a time to discuss.

Data Privacy & FERPA (Family Educational Rights & Privacy Act)

SSP Community Preschool complies with state and federal data privacy laws that protect the integrity of a student's academic record and student privacy. Student Information and Immunization/Health forms may be shared with preschool staff in order to better serve your children.



Do Not Bring: Pets/Balloons/Flowers/Toys from Home

Please do not bring family pets into the preschool class for visitation/sharing. Student allergies and animals create health and safety concerns at school. Balloons and flowers of any kind are also not allowed in school due to various student allergies and the difficulty of transporting home. Toys from home can be a distraction, can get lost or broken, and can cause issues with other children in the class, and in general should be kept home. Exceptions may be made in individual classrooms for comfort objects or Show & Tell days.

Emergency Closing - Weather

Check the district website www.sspps.org/newsroom for school closure information. Preschools are open in the South St. Paul Public Schools except when weather conditions warrant closure. You will receive an automated phone call from the district, and emails with updates with either the revised start time, distance learning options or the closing of school. Announcements are also made over local radio and local television channels.

Evacuations

If an evacuation of a building is necessary SSP Community Preschool follows the school building plan:

- Kaposia staff escorts all students to Concordia Lutheran Church and uses the Kaposia Education Center Evacuation plan.
- Lincoln Center staff escort all students to the Packer Activity Center on the west side of the Secondary Building.



Information about the nature of the emergency would be posted on our website www.sspps.org, phone line: 651-457-9465. You would receive an automated phone call from the district, as well as an email with updates.

Parents would be expected to come to the evacuation centers prior to the end of the school day if possible to pick up your child. IDs will be checked and only those listed on our enrollment cards will be allowed to take students from the evacuation areas. Students will only be released to another adult with written approval by a parent. Buses will run as usual at the end of the school day.

Field Trips

Off-site preschool field trips are rare, but may be used to ignite learning or enhance our curriculum. Parents will be notified in advance of the event, location, time, and expectations. A Field Trip Permission Form is required for each child. Be in contact with your teacher for details.

Mandatory Reporting

All staff are mandated reporters, and are required by law to report any suspected child abuse or neglect.

Parent/Family Organizations

Early Learning Advisory Council The SSP Early Learning Advisory Council is made up of early learning/Early Childhood Family Education (ECFE) parents, staff and community members. Their mission is to support the Early Learning programs such as Preschool and ECFE. For more information, contact the Preschool Office at 651-457-9418.

PTA Parent/Teacher Associations meet monthly at both Kaposia and Lincoln Center. See the building principal's monthly newsletter and the District calendar for details. All parents or legal guardians are welcome and encouraged to attend.

Photographs/Video

South St. Paul Community Preschool staff or representatives of the media occasionally take photos and videotape of student and staff in schools and classrooms. These may be used in newsletters, newspapers, on television or internet pages or for educational purposes. If you do not wish your child(ren) to be photographed/video-taped, contact the Early Learning office for an opt-out form. Parents are not permitted to take photos/video of children other than their own.



Safety Drills

- Crisis plans are reviewed and updated yearly.
- Drills are practiced throughout the year.
- An alarm sounds and/or an announcement is made.
- Efforts are made to keep the experience positive and children calm and reassured.
- Everyone in the building participates.

Fire Drills (5 per year)

Staff, children, and parents leave the building through designated exits and gather in a predetermined area.

Lockdown Drills (5 per year)

No one is allowed to enter or leave the building until an all clear is issued. If a drill occurs during drop-off, keep your child with you in your car until the building doors are unlocked.

Tornado Drill (1 per year)

Staff, children, and parents move to a designated shelter area within the building.

Evacuation Drill (1 per year encouraged)

Staff, children, and parents leave the building through designated exits and gather in a predetermined area off-site.

School Board Meetings

The South St. Paul Public Schools Board of Education meetings are held on the second and fourth Monday of each month at 6:00 pm in City Council Chambers at City Hall. We welcome your attendance!

Snacks

Snacks are offered daily and will include water, crackers, fruit/vegetable, ect. Alternatives will be offered only in case of health reasons such as allergies. Snack is either a scheduled time of the class day, or in classes where breakfast and/or lunch is also available, it is a “choice time activity” for children who want/need it.



Parents may be asked to provide snacks during the year; a sign-up sheet is posted by your teacher. All snacks must be store bought, unopened and in store packaging. Your donations are appreciated! If you are unable to sign up, napkins and crackers are always welcomed! Please note that many children have allergies, so snacks not on the sign-up may not be made available to all children.

Toileting

Children must be toilet trained to attend preschool. This means that a child knows when he/she needs to use the bathroom and can independently take care of his/her own personal needs. Parents are encouraged to have their children use the bathroom before class begins. Age appropriate bathrooms are available to children to use any time during class.

Toy Safety

The school district’s weapon policy applies to preschoolers. Toys that look like weapons, such as guns or knives, are not allowed in school, on the bus, or on school property. In general, keep all toys at home unless invited by the teacher for a special event or activity.

Volunteering and Background Checks

When health conditions allow us to have volunteers, opportunities are determined and communicated by the building/department administration and/or classroom teacher.

When able, the following expectation will apply:

Volunteers will be welcomed and encouraged in our school district. All volunteers are required to complete a Volunteer Application Form and complete a background check each school year. The fee for the background check is paid by the district. A Volunteer application is available in the school office or at the SSP Community Preschool Office. If you have questions, call us at 651-457-9418.

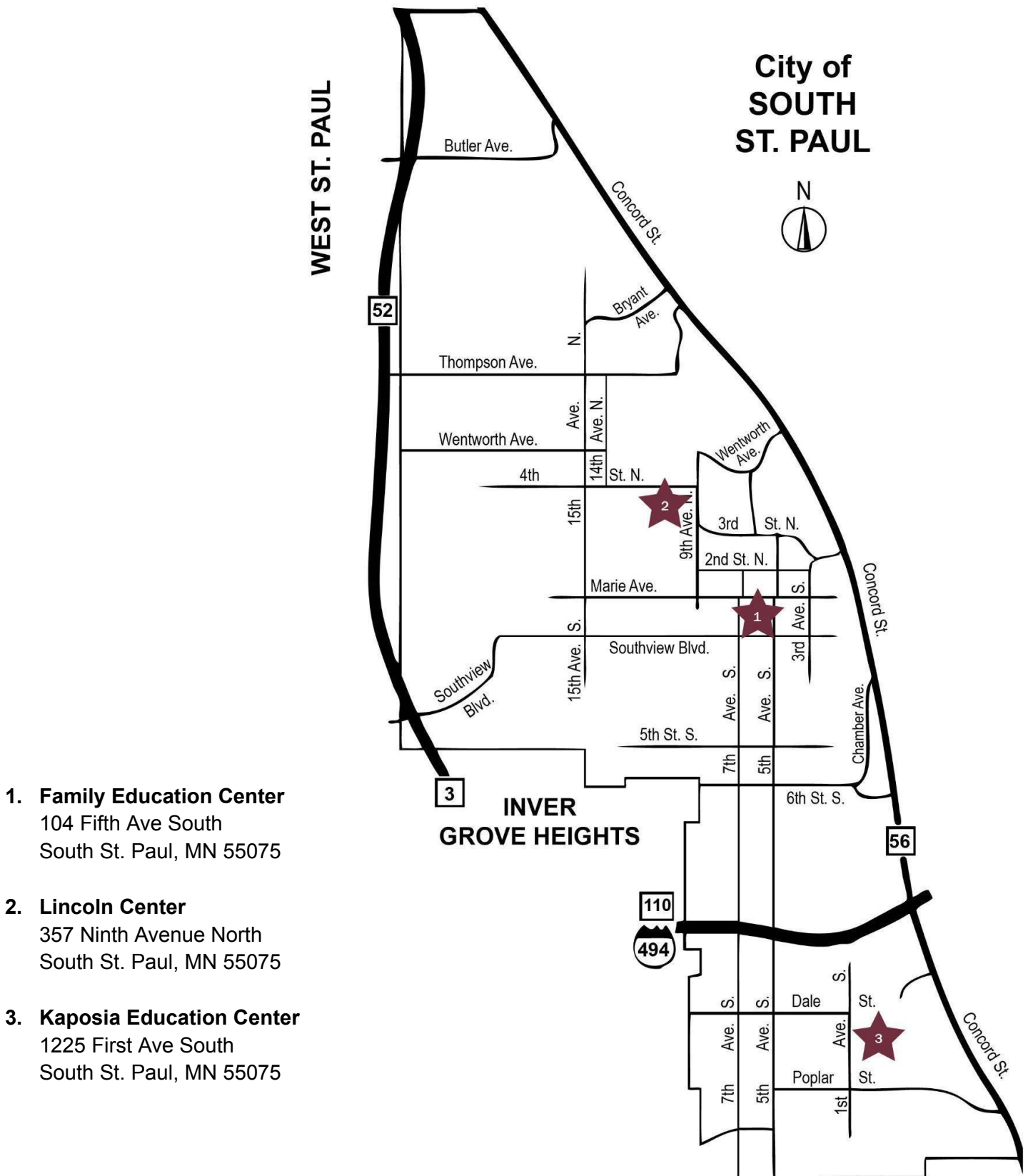
Opportunities are available to assist the teachers, read to children, share interests or traditions or help with specific class requests. Please read newsletters, websites and updates from your teacher to keep up on the new learning in the classroom, and for opportunities to participate!

Kaposia Education Center and Lincoln Center are secured during the school day. For the safety of the students and staff, all exterior doors are locked during the school day. All visitors are expected to:

1. Coordinate with their teacher before a visit;
2. Check in at the main office;
3. Wear a visitor tag and remain in visual contact with a school employee when with students; and
4. Refrain from physical contact with students or disciplining children.

**Questions regarding policies can be directed to the
Early Learning Office and the Early Learning Coordinator.**

South St. Paul Early Learning Locations



1. **Family Education Center**
104 Fifth Ave South
South St. Paul, MN 55075
2. **Lincoln Center**
357 Ninth Avenue North
South St. Paul, MN 55075
3. **Kaposia Education Center**
1225 First Ave South
South St. Paul, MN 55075

Work for South St. Paul Schools

Come work with us! South St. Paul Public Schools and South St. Paul Community Education have substitute opportunities available for:

- Teachers
- Classroom Assistants
- Lunchroom Supervisors

View all employment opportunities at www.sspps.org.

School district phone numbers

SSP Early Learning Office	651-457-9418
Adult Basic Education	651-457-9441
Birth-to-three Early Intervention	651-306 3682
Community Education	651-306-3632
Early Childhood Screening	651-457-9418 / 651-306-3642
Early Intervention (3-6 years ECSE)	651-457-9497
Kids' Choice School-Age Care	651-306-3631
School Readiness	651-306-3642
SSP School District	651-457-9400
South St. Paul Secondary Building	651-457-9408
Kaposia Education Center	651-451-9260
Lincoln Center	651-457-9426

Community Resources

Child Care Resource & Referral	952-985-5300
Community Action Council (CAC)	952-985-5300
Dakota County Public Health	651-554-6100
First Call for Help	651-224-1133
First Call Minnesota	800-543-7709
Head Start/CAP Agency	651-322-3500
Neighbors, Inc.	651-455-1508
SSP Parks & Recreation	651-366-6200
SSP Public Library	651-554-3240



SOUTH ST. PAUL PUBLIC SCHOOLS
PRESCHOOL FAMILY GUIDEBOOK 2023-24

earlylearning.sspps.org
651-457-9418

2023-24

**South St. Paul Secondary School
Activities Department
Student Handbook**



Brady Krueger
Activities Director /
Assistant Principal
(651) 457-9417 office

Kris Nihart
Activities Administrative
Assistant
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Visit us at
www.sspps.org

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Activities Department Overview

South St. Paul Public School District offers a comprehensive interscholastic activities program designed to meet the interests of the students. This program is an opportunity and a privilege afforded to students in the South St. Paul School District.

A function of the activities program is to promote lifelong personal growth and development. Student participation in activities can encourage individual development by providing opportunities for leadership, sportsmanship, fellowship, teamwork, commitment to goal achievement, character building, communication skills, and school pride.

Through their involvement in the activities program, students are expected to improve their decision making processes, develop self discipline and self esteem, respect individual differences, and provide a healthy attitude toward addressing challenges.

Opportunities for participation are offered on a seasonal basis, additional activities may become available throughout the school year. Many groups/teams are open to all students; others have try-outs or special requirements.

The activities program will provide a well rounded, professionally directed and supervised program at all levels. The program shall operate primarily for the benefit of the students who participate directly or vicariously in these activities, although the importance of public fan and spectator support is also recognized and appreciated.

Participation in activities is a privilege for those students who meet the standards of eligibility adopted by the school district, conference and state associations.

Mission Statement

The mission of the South St. Paul Activities program is to promote healthy youth development through programs that encourage participation, healthy life styles, development of positive attitudes and skills, and a sense of accomplishment. Consistent with the mission of the activities program, the Board of Education believes that co-curricular activities can be a vital educational experience and can contribute to healthy youth development.

Belief Statements

We believe that....

- Participation in school activities is a privilege and not a right.
- Sportsmanship needs to have a constant presence in all school-based activity programs.
- Students should have an equal opportunity to participate in all activities offered by their school.
- Ethical behavior, dignity and respect are non-negotiable.
- Student participants who choose to be chemically free need to be supported.
- Collaborative relationships with parents enhance a school's opportunity to positively impact student success.
- Academic priorities must come before participation in athletic and fine arts activities.
- The success of the team is more important than individual honors.
- Compliance with school, community and league rules is essential for all activity participants.
- Ethical behavior, fairness, and embracing diversity best serve students and the school communities.
- Programs should develop self concept, self discipline, cooperative spirit, leadership potential, citizenship, and character of the participants.
- Programs should promote and develop the physical, mental and psychological attitudes of the participants.
- Programs should provide the students and the community with the opportunity to develop pride in themselves and their school.
- The programs should provide students with the opportunity to have fun, learn through competition, learn to respect the other participants, and abide by the codes of the activity.

Our Department's Philosophy

We will provide a diverse range of opportunities for young men and women under the competent leadership of well qualified coaches and advisors.

We wish to nurture, together with the community, our valued tradition of success by continually striving for excellence.

We shall make every attempt to give each student who desires to participate an opportunity. In certain activities, participation is limited and tryouts are held. Coaches and advisors are expected to explain their policies at the beginning of the season.

In activities that have levels of competition such as Sixth, Seventh, Eighth, Ninth, B-Squad (sophomore), Junior Varsity, and Varsity; we will follow these general guidelines:

Sixth, Seventh, and Eighth - All students showing interest are given an opportunity to try out for a team. Emphasis is placed on fundamental skill development.

Ninth, B-Squad or Junior Varsity - Participation is valued; however, development of individual participants for varsity level competition is of **equal importance**.

Varsity - Participation may be limited and is generally reserved for students in grades nine through twelve. Participation in these programs is based on the decisions of the coaching staff or advisor and are made with the competitiveness of the team in mind. On a case by case basis, students in grades seven and eight will receive consideration.

Activities Offered 2023-24

for Grades 6-12

Fall Athletics	Start Date (gr. 9-12)	Start Date (gr. 7-8)	Start Date (gr. 6)
Cross Country (boys/girls)	Monday, August 14, 2023	Monday, August 14, 2023	N/A
Football	Monday, August 14, 2023	Monday, August 28, 2023	N/A
Soccer (boys)	Monday, August 14, 2023	Tuesday, September 5, 2023	N/A
Soccer (girls)	Monday, August 14, 2023	Tuesday, September 5, 2023	N/A
Swimming & Diving (girls)	Monday, August 14, 2023	Monday, August 14, 2023	N/A
Tennis (girls)	Monday, August 14, 2023	Tuesday, September 5, 2023	Tuesday, September 5, 2023
Volleyball (girls)	Monday, August 14, 2023	Tuesday, September 5, 2023	N/A
Winter Athletics	Start Date (gr. 9-12)	Start Date (gr. 7-8)	Start Date (gr. 6)
Basketball (boys)	Monday, November 20, 2023	Wednesday, January 3, 2024	N/A
Basketball (girls)	Monday, November 13, 2023	Monday, October 23, 2023	N/A
Dance Team	Monday, October 23, 2023	Monday, October 23, 2023	N/A
Gymnastics (girls)	Monday, November 13, 2023	Monday, November 13, 2023	N/A
Hockey (boys)	Monday, November 13, 2023	N/A	N/A
Hockey (girls)	Monday, October 30, 2023	Monday, October 30, 2023	N/A
Swimming (boys)	Monday, November 27, 2023	Monday, November 27, 2023	N/A
Wrestling	Monday, November 20, 2023	Monday, October 23, 2023	Monday, October 23, 2023
Spring Athletics	Start Date (gr. 9-12)	Start Date (gr. 7-8)	Start Date (gr. 6)
Baseball (boys)	Monday, March 18, 2024	Monday, April 1, 2024	N/A
Golf (boys)	Monday, March 18, 2024	Monday, March 18, 2024	N/A
Golf (girls)	Monday, March 18, 2024	Monday, March 18, 2024	N/A
Lacrosse (boys)	Monday, April 1, 2024	N/A	N/A
Softball (girls)	Monday, March 11, 2024	Monday, March 11, 2024	N/A
Tennis (boys)	Monday, March 25, 2024	Monday, March 25, 2024	N/A
Track & Field (boys)	Monday, March 11, 2024	Monday, April 1, 2024	Monday, April 1, 2024
Track & Field (girls)	Monday, March 11, 2024	Monday, April 1, 2024	Monday, April 1, 2024

School Sponsored Activities		Clubs / Affinity Groups
<u>Instrumental Music</u> Band - Pep/Sports (7-12) Band - Jazz/Combo (7-12)	<u>Community Service</u> Key Club (9-12) Targeted Services	Students Against Destructive Decisions (SADD) 9-12 Black Pride Organization (BPO) 6-12 Comunidad de Latinos Unidos (CDLU) 6-12 Sexuality and Gender Alliance (SAGA) 6-12 Women's Society 9-12
<u>Academic Competition</u> Debate (7-12) Knowledge Bowl (6-8) Knowledge Bowl (9-12)	<u>Student Government</u> Student Council (6-8) Student Council (9-12)	
Lego League (6-8) Math Team (6-8) Math Team (9-12) Robotics (9-12) Speech (7-12)	<u>Yearbook</u> Yearbook (9-12)	
	<u>Vocal Music</u> Show Choir (8-12)	
	<u>Theatrical Arts</u> Theatre (6-12)	
		Community Sponsored Activities
		Bowling (6-12) Dance Team - Fall (6-12) Trap Team (6-12) Drumline (7-12)

Department Offerings

Instrumental Music

Band (Pep/Sports)

The Pep Band is a select group of high school band members that play at Packer athletic contests during the fall and winter seasons.

Band (Jazz Ensemble)

Jazz Ensemble is open to students in grades seven through twelve who have experience in the study of jazz and who wish to work on advanced jazz literature. Membership in this group is achieved through the audition process or director appointment. Instrumentation is limited to trumpet, saxophone, trombone, drums, piano, bass guitar, and electric guitar.

Combo Band

The Combo Band is a select group of high school band members that perform along with the Show Choir during the winter season. Styles vary from classical repertoire to jazz. Performance venues will include High School Choral Concerts, Solo and Ensemble Contest, community clubs, meetings, and festivals.

Vocal Music

Show Choir

Show Choir is an auditioned performing group for students in grades eight through twelve. Styles vary from classical repertoire to jazz. Part independence, vocal and accompaniment blending techniques, microphone use and technique, developing musicality, and advanced sight reading are all taught and emphasized during the course of the year. Performance venues will include High School Choral Concerts, Solo and Ensemble Contest, community clubs, meetings, and festivals.

Theatrical Arts

Theatre Department

The Theatre Department produces three performances each school year, and a community production in the summer. Involvement is by audition only and is primarily for students in grades six through twelve. Occasionally elementary students and members of the community at large are auditioned as the production demands.

Academic Competition

Debate

Debate is an activity for students in grades seven through twelve who wish to participate in the art of competitive reasoning. Students research subjects and compete in oral argument against six consecutive opponents to win over opinion of the audience and judges.

Knowledge Bowl (Middle School 6-8 and High School 9-12)

Knowledge Bowl, a competition for students in grades six through twelve, focuses on recall, problem solving, critical thinking and cooperation. In this series of academic contests, five member teams compete by answering questions from secondary curriculum areas. Students compete at a combined 6th, 7th, and 8th grade level, and a Varsity level.

Lego League (6th Grade)

The FIRST LEGO LEAGUE is a scaled-down robotics program designed for middle school students. Every year, a new challenge is announced that focuses on a different real-world topic related to the sciences. Each challenge within the competition then revolves around that theme. The robotics part of the competition revolves around designing and programming Lego Mindsteams robots to complete tasks. The students work out solutions to the various problems they are given and then meet for regional tournaments to share their knowledge, compare ideas, and display their robots.

Math Team – Middle School (6-8)

Middle School Math Team is for students in grades six through eight want to improve their mathematics skills and have fun. Practices start in September and the last meet is the first Saturday of February. We like to have participants practice with team members who are in the same grade level. Bring a great attitude, pencil, and a calculator if you have one. We are very flexible with practices to allow for participation in other activities.

Math Team - Senior High (9-12)

Senior High Math Team is for students in grades nine through twelve. The students compete in Math League tournaments in both individual and group events.

Robotics

Robotics is an opportunity for all South Saint Paul students in grades seven through twelve with interests in math, science, engineering, computer programming, marketing and media, to build a team and a robot to compete in the *FIRST* Robotics Competition. The mission is to inspire young people to be science and technology leaders, by engaging them in exciting hands on experiences that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership.

Speech

Speech is open to students in grades seven through twelve who have an interest in public speaking and wish to develop skills in writing and oral interpretation. Individuals gain poise and confidence by competing in one or more of thirteen categories including: Creative Expression, Discussion, Dramatic Duo, Extemporaneous Reading and Speaking, Great Speeches, Humorous Interpretation, Informative Speaking, Original Oratory, Serious Interpretation of Drama, Poetry, and Prose, and Story Telling.

Community Service

Key Club

The main goal of the Key Club is to encourage students in grades nine through twelve to volunteer their time to help people in need. This volunteering ranges from raising money for an organization to helping out at a soup kitchen. Our club feels that it is important that students learn the importance of helping others and helping the community in which they live.

Student Government

Student Council - Middle School (6-8)

The Middle School Student Council is combined of students in grades six through eight. The council creates activities to encourage school and community pride. This organization plans community service projects. Students are elected by and serve as representatives of the student body.

Student Council - Senior High

The Senior High Student Council creates activities to encourage school and community pride. This organization plans community service projects. Students are elected by and serve as representatives of the student body.

Yearbook

Kaposia Yearbook - Senior High

The Kaposia Yearbook is a publication for students in grades nine through twelve. Yearbook staff put together the yearbook from cover to cover. Each staffer is given a section and is responsible for finding pictures and writing the story. Staff also edit and create page layouts and graphics.

Athletics (Fall)

Cross Country (Boys & Girls)

Boys and girls in grades seven through twelve practice as one team with a shared coaching staff and compete by gender in groups according to their ability. Other than footwear, competition uniforms are supplied.

Football (Boys)

7th and 8th grade students will be divided by ability into an "A" team and a "B" team at each grade levels – 8th and 7th grade. Weight limits shall be 170 lbs. for 8th grade and 140 lbs. for 7th grade. Anyone over those weights must be an interior lineman (center, guards and tackles) and not be the intended ball carrier, including special teams. Tight ends are not considered interior linemen.

Other squads offered are Freshman, B-Squad, Junior Varsity, and Varsity, each determined by the player's ability. Equipment other than mouth guards and cleats is supplied by the school.

Soccer (Boys)

7th and 8th grade students compete in mixed squads of grades seven and eight grouped by ability. Other squads offered are Freshman, B-Squad, and Varsity, each determined by the player's ability. Equipment other than mouth guards and footwear is supplied by the school.

Soccer (Girls)

7th and 8th grade school students compete in mixed squads of grades seven and eight grouped by ability. Other squads offered are Freshman, B-Squad and Varsity, each determined by the player's ability. Equipment other than mouth guards and footwear is supplied by the school.

Swimming and Diving (Girls)

Girls in grades seven through twelve are grouped by ability and may compete at Junior Varsity or Varsity levels. Girls supply their own suit (preferably the coach approved team suit), towels, caps, and goggles. Team warm-up uniforms are supplied.

Tennis (Girls)

Girls may compete at a combined 6th through 8th grade level, Junior Varsity, or Varsity levels according to ability. Girls supply their own racquet and footwear. Team uniforms and tennis balls are supplied by the school.

Volleyball (Girls)

Girls may compete at Seventh Grade, Eighth Grade, Ninth Grade, Junior Varsity, and Varsity levels according to ability. Team uniforms other than footwear are supplied.

Athletics (Winter)

Basketball (Boys)

Boys may compete at Grade Seven, Grade Eight, Grade Nine, B-Squad, Junior Varsity and Varsity levels according to ability. Team uniforms other than footwear are supplied.

Basketball (Girls)

Girls may compete at Grade Seven, Grade Eight, Grade Nine, B-Squad, Junior Varsity and Varsity levels according to ability. Team uniforms other than footwear are supplied.

Dance Team

Girls in grades seven through twelve participate on a tryout basis. Participants choreograph and learn dance routines and formations to compete at conference meets, school invites, and section/state tournaments. Team uniforms other than footwear are supplied.

Gymnastics

Girls in grades seven through twelve participate at the Junior Varsity and Varsity level with competition position placement by ability. Team uniforms other than footwear are supplied.

Hockey (Boys)

Boys in grade nine through twelve are eligible to participate at Junior Varsity and Varsity levels on a tryout basis (seniors are not eligible to play JV). Team uniforms other than footwear are supplied.

Hockey (Girls)

Girls in grades seven through twelve are eligible to participate at Junior Varsity and Varsity levels on a tryout basis (seniors are not eligible to play JV). Team uniforms other than footwear are supplied.

Swimming and Diving (Boys)

Boys in grades seven through twelve are grouped by ability and may compete at Junior Varsity or Varsity levels. Boys supply their own suit (preferably the coach approved team suit), towels, caps, and goggles. Team warm-up uniforms are supplied.

Wrestling (Boys & Girls)

Boys compete according to weight and ability. Wrestlers may compete at the Middle School (6-8), Junior Varsity (7-12) and Varsity (7-12) levels. Team uniforms other than footwear and mouth guards are supplied.

Athletics (Spring)

Baseball (Boys)

Boys compete at Seventh Grade, Eighth Grade, Ninth Grade, B-Squad, Junior Varsity and Varsity levels according to ability. 7th and 8th grade teams are split evenly by ability. Team uniforms other than footwear and glove are provided.

Golf (Boys)

Boys in grades seven through twelve compete at the Varsity and JV levels through tryouts.

Golf (Girls)

Girls in grades seven through twelve compete at the Varsity and JV levels through tryouts.

Lacrosse (Boys)

South St. Paul co-ops with Minnehaha Academy for Boys' Lacrosse. Boys compete at a combined 9th through 12th grade Varsity/JV level according to age and ability.

Lacrosse (Girls)

South St. Paul co-ops with St. Croix Preparatory Academy for Girls' Lacrosse. Girls compete at a combined 9th through 12th grade Varsity/JV level according to age and ability.

Softball (Girls)

Girls compete at Seventh Grade, Eighth Grade, Ninth Grade, B-Squad, Junior Varsity and Varsity levels according to ability. 7th and 8th grade teams are split evenly by ability. Team uniforms other than footwear and glove are provided.

Tennis (Boys)

Boys may compete at a combined 7-12 grade (Junior Varsity or Varsity) according to ability. Boys supply their own racquet and footwear. Team uniforms and tennis balls are supplied by the school.

Track & Field (Boys)

Boys compete at a combined 6th through 8th grade level or Varsity levels according to age and ability. Team uniforms other than footwear are provided.

Track & Field (Girls)

Girls compete at a combined 6th through 8th grade level or Varsity levels according to age and ability. Team uniforms other than footwear are provided.

Participation/Eligibility Requirements

Activity Fee Information 2023-24

To provide the best possible staff, facilities and equipment while making an effort to reduce any financial impact on the classroom, a fee is charged for participation in all extracurricular activities. Payment of the fee is required before equipment can be issued and practice begins.

If a student participant is cut or dropped, or if an injury or illness prevents continuation in an activity from a high school team or group, a refund will be made up until the time of the first contest or performance of the team or group of which he or she is a member.

Any student participant quitting an extracurricular activity will not receive a refund. The Administrator in Charge of Activities will determine special eligibility for refunds.

<i>Sport/Activity</i>		<i>2023-24 Fees</i>	<i>Reduced Lunch</i>	<i>Free Lunch</i>
Band - Jazz / Combo Band (7-12)		\$130.00	\$70.00	\$40.00
Band - Pep (7-12)		\$45.00	\$35.00	\$25.00
Baseball (7-8)		\$110.00	\$60.00	\$30.00
Baseball (9-12)		\$195.00	\$105.00	\$40.00
Basketball (7-8)		\$110.00	\$60.00	\$30.00
Basketball (9-12)		\$195.00	\$105.00	\$40.00
Cross Country (7-12)		\$175.00	\$95.00	\$40.00
Dance Team - Winter (7-12)		\$175.00	\$95.00	\$40.00
Debate Team (7-12)		\$130.00	\$70.00	\$40.00
Football (7-8)		\$130.00	\$70.00	\$30.00
Football (9-12)		\$195.00	\$105.00	\$40.00
Golf (7-12)		\$175.00	\$95.00	\$40.00
Gymnastics (7-12)		\$195.00	\$105.00	\$40.00
Hockey (7-12)		\$220.00	\$110.00	\$40.00
Knowledge Bowl (6-8)		\$110.00	\$60.00	\$30.00
Knowledge Bowl (9-12)		\$130.00	\$70.00	\$40.00
Lacrosse (9-12)		\$220.00	\$110.00	\$40.00
Lego League (6-8)		\$110.00	\$60.00	\$30.00
Math Team (6-8)		\$110.00	\$60.00	\$30.00
Math Team (9-12)		\$130.00	\$70.00	\$40.00
Robotics (7-12)		\$130.00	\$70.00	\$40.00
Soccer (7-8)		\$110.00	\$60.00	\$30.00
Soccer (9-12)		\$195.00	\$105.00	\$40.00
Softball (7-8)		\$110.00	\$60.00	\$30.00
Softball (9-12)		\$195.00	\$105.00	\$40.00
Speech Team (7-12)		\$130.00	\$70.00	\$40.00
Swimming & Diving (7-12)		\$175.00	\$95.00	\$40.00
Tennis (6-8)		\$110.00	\$60.00	\$30.00
Tennis (9-12)		\$175.00	\$95.00	\$40.00
Theatre (6-12) <i>per production</i>		\$75.00	\$45.00	\$35.00
Track & Field (6-8)		\$110.00	\$60.00	\$30.00
Track & Field (9-12)		\$175.00	\$95.00	\$40.00
Vocal Music - Show Choir		\$130.00	\$70.00	\$40.00
Volleyball (7-8)		\$110.00	\$60.00	\$30.00
Volleyball (9-12)		\$195.00	\$105.00	\$40.00
Wrestling (6-8)		\$110.00	\$60.00	\$30.00
Wrestling (9-12)		\$195.00	\$105.00	\$40.00
Individual Cap		\$390.00	\$210.00	\$80.00
Family Cap		\$555.00	\$285.00	\$105.00

Forms Required for Participation

Parental Permit and MSHSL Form

These signed documents must be completed and turned in prior to participation and will be kept on file in the Activities Office.

Transportation Agreement Form

This signed document must be completed and turned in prior to participation and will be kept on file in the Activities Office.

Physical Examination (where applicable)

A physical exam is required the first year of participation and every three (3) years thereafter. The physical form must be completed by the physician and submitted to the Activities Office prior to participation. The form will be kept on file in the Activities Office.

Emergency Medical Authorization

Each participant's parents or legal guardians shall complete an emergency medical authorization card giving permission for treatment by a physician or hospital when the parents or guardians are not available. The card must be completed and turned in prior to participation and will be kept in the team medical kit for availability at all practices and contests.

Insurance Waiver

The school district **does not** carry insurance to cover student athletic and co-curricular injuries.

If a participant's parents or legal guardians feel they have adequate insurance coverage in the event of an injury, and therefore will not hold Special School District #6 liable for any costs, a waiver must be signed and returned with all other activity registration information.

As a service to the students and their families, the school district makes available a student accident insurance plan for participants in both athletic and co-curricular activities at a very nominal cost. For more information, please contact the Activities Office.

Risk of Participation

All participants and parents must realize the risk of serious injury which may result through participation in an activity. South St. Paul High School will use the following safeguards to make every effort to prevent injury:

1. Conduct parent and participant meetings prior to the start of the season to fully explain the activity policies and to advise, caution, and warn of the potential for injury.
2. Maintain a continuing education program for coaches and advisors to learn the most up-to-date techniques and skills to be taught in their activity.
3. Instruct all participants about the dangers of participation in their particular activity.
4. Encourage students to train year round to be in proper condition to avoid injury.
5. Provide and maintain safe equipment and facility conditions.

Scholastic Eligibility

In order to participate in a South St. Paul Secondary co-curricular activity, each participant must make satisfactory academic progress.

To be eligible for participation a student must meet a 1.70 GPA criterion the previous marking period. A student who has failed to meet the 1.70 GPA criterion will be placed on academic probation and will be ineligible to participate in co-curricular contests and/or performances, according to the following conditions:

- 1) The student is permitted to practice or rehearse, but may not compete or perform in a contest or performance during the period of academic probation.
- 2) The student is ineligible for whichever is greater: two consecutive interscholastic contests or two weeks (fourteen calendar days) of the new marking period.*

Following the period of ineligibility, if a review of the student's academic performance indicates that the student is performing at a satisfactory level, eligibility may be regained. If the review indicates the student is failing to meet the 1.70 GPA criterion, he or she cannot regain eligibility until the end of the grading period.

*If a student is found to be academically ineligible at the beginning of a fall season, that student will serve a two week suspension from the date of the first game of his/her team. The student's academic progress will be reviewed after two weeks of the fall marking period. If the review indicates that the student is performing at a satisfactory level, the student will regain eligibility. If the review indicates the student is failing to meet the stated criterion, he or she cannot regain eligibility until the end of the grading period.

Scholastic Eligibility Calendar for 2023-24

First Trimester Date (for winter eligibility)

- Monday, December 18, 2023

Second Trimester Date (for spring eligibility)

- Monday, March 25, 2024

Third Trimester Date (for fall eligibility)

- Monday, June 24, 2024

Standard Rules and Practices of the Activities Department

The Activities Department operates under the policies and governance of three organizations. The role of each of these organizations is articulated below:

The Board of Education – Special School District #6

The Board of Education is the governing agency for South St. Paul Public Schools. The Board of Education is responsible for the following areas: (1) interpreting the needs of the community, (2) developing policies in accordance with state statutes and mandates and in accordance with the educational needs and wishes of people of Special School District 6, (3) approving means by which professional staff may make these policies effective, (4) evaluating the activities program in terms of its value to the community.

All of the South St. Paul Public Schools policies can be found on the District's website at <http://www.sspps.org>, under the tab for "District." Students should pay particular attention to the policies in Section 500 which specifically pertains to students. Questions regarding policies can be directed to the building administrator.

The Minnesota State High School League

All schools are voluntary members of the Minnesota State High School League and compete only with member schools. As a member school district, South St. Paul agrees to abide by and enforce all rules and regulations endorsed by this League. The primary role of the state association is to maintain rules and regulations that ensure equity in competitions for the student participants and a balance with other educational programs. The association solicits input and is responsive to requests for rule modification from member schools, appointed committees, and coaches' associations. The state association attempts to enforce such rules that assure the greatest good for the greatest number and to ensure that competition is conducted in an appropriate manner.

Metro East Conference

South St. Paul High School is a voluntary member of this conference. This conference was established for the primary purpose of promoting selected interscholastic activities among member schools and the assurance of such advantages as may be gained by a union of effort. The conference membership facilitates the arranging of schedules, equalizing competition, conducting league meets, and determining league championships. Membership implies abiding by conference schedules, rules, and regulations. Other Metro East Conference members include Hastings, Henry Sibley, Hill Murray, Mahtomedi, North St. Paul, Tartan, St. Thomas, and Simley.

Minnesota State High School League & South St. Paul Schools Policies

Minnesota State High School League rules govern all eligibility for participation and are available in the Activities Office. These rules apply to all activities for boys and girls.

These training rules and rules related to student code of conduct shall be read and explained to each group prior to or on the first day of organized practice.

A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the Activities Department. The community, school administrators, and staff feel strongly that high standards of conduct, behavior and citizenship are essential in maintaining a sound program of activities. The member schools of the Minnesota State High School League believe that participation in interscholastic activities is a privilege which is accompanied by responsibility.

MSHSL Chemical Health and Code of Conduct Policies

Student Code of Responsibilities

Participation in interscholastic activities is a privilege which is accompanied by responsibility. As a student participating in League sponsored activities, I understand and accept the following responsibilities:

1. I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
2. I will be fully responsible for my own actions and the consequences of my actions.
3. I will respect the rights and property of others.
4. I will respect and obey the rules of my school and the laws of my community, state and country.
5. I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state and country.

Chemical Health

At any time during the calendar year, a student shall not, regardless of the quantity:

1. use or consume, have in possession a beverage containing alcohol;
2. use or consume, have in possession tobacco; or,
3. use or consume, have in possession, buy, sell or give away any other controlled substance or drug paraphernalia.
4. use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals. "Tobacco products" means: any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part or accessory of a tobacco product.
5. use or consume, have in possession, buy sell or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor. Such substances or products shall include, but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substances addressed by Minnesota or Federal Law.

Penalties for Category I Activities

Definition: Those League-sponsored activities in which a member school has a schedule of interscholastic contests, exclusive of League-sponsored tournaments.

- Athletic Activities
- Fine Arts Activities
 - 1) Debate
 - 2) Speech Activities including One Act Play - when a school schedules a season of interscholastic contests.

First Violation Penalty

The student shall lose eligibility for the next two consecutive interscholastic contests or two weeks, 14 calendar days, whichever is greater, of a season in which the student is a participant.

Second Violation Penalty

The student shall lose eligibility for the next six consecutive interscholastic contests or three weeks, 21 calendar days, whichever is greater, in which the student is a participant.

Third or Subsequent Violation Penalty

The student shall lose eligibility for the next 12 consecutive interscholastic contests or four weeks, 28 calendar days, whichever is greater, in which the student is a participant.

A student who chooses to become a participant in a treatment program may become eligible for participation after a minimum period of six weeks after entering treatment if all of the following conditions are met:

- The student is assessed as chemically dependent,
- enters treatment voluntarily, and
- the director of the treatment center certifies that the student has successfully completed the treatment program.
- The treatment option cannot be used for the first or second violation. Successful completion of a chemical dependency treatment program will satisfy only the most recent violation. Any other violations for which the penalty has not been satisfied must still be served in full.

Applying the Penalty

1) Penalties shall be progressive beginning with the student's first violation and continuing throughout the student's high school career. Penalties shall be served consecutively.

2) Violation Confirmation Definition: The violation shall be confirmed when the administrator responsible for the athletics/activities program has informed the student that the student has violated a bylaw and is now under the penalty. The notification shall be verbal and also in writing.

3) Counting Weeks:

- a) The weeks shall begin on the date that the violation is confirmed by the school administrator and extend for the required number of calendar days.
- b) For the purpose of this bylaw, a week is seven calendar days. The week starts the date the violation is confirmed and the student/student's parents or guardians are notified.
- c) At the beginning of the season, practice and conditioning weeks are counted.
- d) The student must participate in and complete the entire season in which the penalty has been applied for the penalty to count. As examples: a student cannot begin participation in a program at the start of the season, serve the penalty and then quit after the suspension has been served; nor can a student join a program after the season has begun, and serve the penalty.

4) A student who is under penalty for a violation of a League bylaw may not join a second sport in the same season in order to fulfill a penalty.

- 5) Practices, jamborees, inter-school scrimmages and previews are not interscholastic contests and may not be counted, however, the student is eligible to participate.
- 6) A student who participates in both Category I and Category II activities shall serve the penalty prescribed for that violation in both Category I and Category II activities in which the student participates.
- 7) Denial Disqualification: A student shall be disqualified from all inter-scholastic athletics for nine additional weeks beyond the student's original period of ineligibility when the student denies violation of the rule is allowed to participate and then is subsequently found guilty of the violation.

Penalties for Category II Activities

Definition - Category II Activities: Those League-sponsored activities in which a member school does not have a schedule of interscholastic contests, exclusive of League-sponsored tournaments.

Fine Arts Activities

- 1) Speech activities including One Act Play when a school schedules no interscholastic contests and participates only in the League-sponsored tournament series.
- 2) Music Activities.
- 3) Visual Arts Activities.

Each member school shall develop penalties which will apply to the participants in these activities. A copy of the member school's policy shall be filed in the activities office.

Additional Consequences

Any South St Paul student who violates the policies for Chemical Health or Code of Conduct will be ineligible to earn the VFW honor Awards at the end of their senior year. A student who has a chemical violation or a student who have a Code of Conduct violation will not be eligible to serve in any leadership capacity such as captain for one full calendar year from the date of the violation.

Any student who is found to be in violation of the MSHSL by-law will lose their captaincy and will not be eligible to be a captain for one full calendar year.

Parents will be asked to sign the athletic or activities code of responsibilities form, along with the student, to indicate an understanding and willingness to abide by the rules and regulations of South St. Paul High School and the Minnesota State High School League.

All of the South St. Paul Public Schools policies can be found on the District's website at <http://www.sspps.org>, under the tab for "District Policies." Students should pay particular attention to the policies in Section 500 which specifically pertains to students. Questions regarding policies can be directed to the building administrator.

In addition to the policies and rules established by the Activities Department governing organizations, the department has established a set of standard operating policies. These rules and policies are articulated below.

MSHSL SEXUAL/RACIAL/RELIGIOUS HARASSMENT / VIOLENCE AND HAZING

A. Reference Bylaw 209.00

A student shall not engage in the sexual, racial, religious harassment, violence or hazing during the school year or any portion of an activity season that occurs prior to the start of the school year or after the close of the school year.

B. Reporting Procedures

1. Any person who believes he or she has been the victim of sexual, racial, religious harassment, violence or hazing or any person with knowledge or belief of conduct, which may constitute hazing, shall report the alleged acts immediately to an appropriate school district official designated by this policy.
2. The building principal is the person responsible for receiving reports of sexual, racial, religious harassment, violence or hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
3. Teachers, administrators, officials, volunteers, and employees of the school district shall be particularly alert to possible situations, circumstances or events which might include sexual, racial, religious harassment, violence or hazing. Any such person who receives a report of, observes, or had other knowledge or belief of conduct, which may constitute sexual, racial, religious harassment, violence or hazing, shall inform the building principal immediately.
4. Submission of a good faith complaint or report of sexual, racial, religious harassment, violence or hazing will not affect the complainant or reporter's future employment, grades or work assignments.

C. Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, coach, official contractor or employee of the school district who retaliates against any person who makes a good faith report of alleged sexual, racial, religious harassment, violence or hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such sexual, racial, religious harassment, violence or hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

D. Penalties for Category I Activities

1. First Violation: the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks, 14 calendar days, of a season in which the student is a participant, whichever is greater.

Recommendations:

- a) It is recommended that the school develop a local education program through which the student would receive information about sexual, racial, religious harassment, violence or hazing.
- b) 2) It is recommended that, when appropriate, the school refer a student to a community agency or a professional individual outside the school for counseling.

2. Second Violation: the student shall lose eligibility for the next six (6) consecutive interscholastic contests or three (3) weeks, 21 calendar days, whichever is greater, in which the student is a participant.

Recommendation: It is recommended that before being re-admitted to activities following suspension for the second violation, the student shall show evidence in writing that the student has received counseling from a community agency or professional individual such as a school counselor, medical doctor, psychiatrist, or psychologist.

3. Third or Subsequent Violations: the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests or four (4) weeks, 28 calendar days, whichever is greater, in which the student is a participant.

4. Penalties are progressive and consecutive.

E. Penalties for Category II Activities

Each member school shall develop penalties that it will apply to the participants in these activities. A current copy of the member school's policy shall be kept on file in the member school.

Activities Department Policies

Participation

A student may participate in more than one activity per season. Participation in more than one activity per season requires the approval of the all coaches or advisors involved.

Lettering

Special School District #6 and South Saint Paul Secondary School value student accomplishments. Students will be recognized in our community for outstanding effort, positive contributions, and exemplary achievement. Students at South Saint Paul have the opportunity to earn a varsity letter in the arts, academics, service, and athletics. Earning a letter is a significant accomplishment! South Saint Paul Secondary School reserves the right for Head Coaches and Advisors to determine specific lettering policies for their activity. Coaches and Advisors will develop and communicate baseline expectations that incorporate, but are not limited to, the following components: academics, behavior, participation, and citizenship/community service. These requirements must be given in writing to all team members and their parents and explained fully at the start of the season. Athletics, Arts, and Activities programs can award varsity letters if they are sanctioned and recognized competitions by the MSHSL, Metro East Conference, or similar governing body with regulatory, governing control over competition of individuals or teams representing South Saint Paul (i.e. MN Adapted Athletics Association, MN High School Bowling League). Any other South Saint Paul club or activity that wishes to award letters must request a review by the Activities Director two weeks prior to the start of their season.

Dropping or Transferring Activities

On occasion, a participant may find it necessary to drop an activity for good reason. In this case, the following procedure shall be followed: (1) Consult with your immediate coach or advisor, (2) Report your situation to the Activities Office, (3) Check in all equipment issued to you. If a participant wishes to change activities during a season, or after having won an award in one activity and he or she wishes to change activities, he or she shall consult with the coach or advisor concerned and the Activities Office. This procedure assures a smooth transfer which is in the best interest of the student.

Attendance

Students who miss part of the school day due to illness must be in attendance by 9:57am in order to participate in a contest or practice on that day. Students missing school for reasons other than illness must have an excused absence in order to participate. A parent or guardian signed note from home (due to illness) is not an excused absence.

Students who are in attendance at the start of the school day will not be allowed to participate in any extra-curricular activities if the student leaves school due to personal illness.

Final authority for infractions of this rule will rest with the overseeing administration. Examples of excused absences: doctor excused, family emergency, death in family, school authorized absences (i.e. field trips, college visits, etc...), religious release and family vacations.

Equipment

School equipment checked out by the student participant is his or her responsibility. He or she is expected to keep it clean and in good condition. Loss of any equipment is the participant's and/or the participant's parent or legal guardian's financial obligation.

Missing Practice

A participant should always consult his or her coach or advisor before missing a practice or contest. Missing a practice or contest without good reason will be dealt with severely. Missing practice for academic reasons is an excused absence as long as the student notifies the coach or advisor in advance. At the discretion of the coach or advisor, excused absences may affect participation if the safety of the student or other participants is compromised.

Travel

All participants must complete and sign the School District's Transportation Agreement Form prior to participation. Participants must travel to and from out-of-town contests in transportation provided by the school unless prior arrangements are made by the parents or legal guardians for exceptional situations. Participants will only be permitted to leave out-of-town contest or events with their parents or legal guardians if a signed parent or guardian note is turned in to the Activities Office by noon of the day of the event. If the event is on a Saturday, the deadline will be Friday at noon. A duplicate copy will be forwarded to the coach or advisor.

Participants will remain with their squad and under the supervision of the coach or advisor when attending away contests. Participants who do not ride on the team bus will not be allowed to participate in the contest unless there are extenuating circumstances as determined by the overseeing administration. All regular school bus rules will be followed.

Early Dismissal

In situations that require a team that needs to be excused from school, the coach or advisor will work with the school administration on setting a release time that has the least negative impact on academic class time and provides adequate warm-up preparation for competition.

Release from Class

While we do not encourage students to be excused from class for student activities, situations do arise where it is unavoidable. It is the responsibility of the participant to see their teacher the day before they miss class because of a contest. All work shall be made up at the convenience of the teacher.

Grooming and Dress Policy

A member of a team is expected to be well-groomed as established and defined by the coach or advisor of the individual activity.

Multiple Activities

An individual student who attempts to participate in several activities will undoubtedly experience a conflict of obligations. The Activities Department recognizes that each student should have the opportunity for a broad range of experiences in the area of activities, and to this end will attempt to schedule events in a manner to minimize conflicts. Students have a responsibility to do everything they can to avoid continuous conflicts. This would include being cautious about belonging to too many activities where conflicts are bound to happen. It also means notifying the coaches or advisors involved immediately when a conflict does arise.

When a conflict arises, the coaches or advisors will work out a solution so the student does not feel caught in the middle. If a solution cannot be found, the overseeing administration will make the decision based on the following: (1) the relative importance of each event, (2) the importance of each event to the student, (3) the relative contribution the student can make, (4) how long each event has been scheduled, (5) talk with parents.

Once the decision has been made and the student has followed that decision, he or she will not be penalized by any coach and/or advisor. If it becomes obvious that a student cannot fulfill the obligation of a school activity, he or she should withdraw from the activity.

Vacation Policy

Vacations by the participants during an activity season are discouraged. Parents or guardians and participants wishing to do so may wish to reassess their commitment to being a participant. In the event of an absence due to a vacation is unavoidable, a participant must: (1) be accompanied by his or her parents or guardians while on vacation, (2) contact the coach or advisor prior to the vacation, (3) be willing to assume the consequences related to their status in that activity.

Communication

Communication is an essential part of any successful co-curricular program. To facilitate quality communication, each program will host a pre-season parent meeting. During this meeting, the following information will be shared with those in attendance:

1. Introduction of staff
2. Explanation of policies and rules for the given activity, by the coach or advisor. This is done with a handout and will include the programs specific information related to lettering, attendance, etc.
3. A calendar of the upcoming season including games, practices, and special events.
4. A review of the MSHSL forms and the rules relating to the participation in the program.

The pre-season parent meeting also provides an opportunity for all participants and their parents to have any questions answered relative to the administration of a program.

Conflict Resolution

Due to the nature of the programs we facilitate through our department, there are times when conflict will take place between the individuals involved. We encourage an open line of communication between the school, students, parents, coaches, and advisors. All coaches and advisors are required to have a pre-season meeting to explain rules and policies to the participants and their parents. If questions arise, we ask that the student or parent first contact the coach or advisor.

In order to resolve expressions of difference that often occur in activities, an orderly communication procedure has been developed.

Conflicts should not be addressed during or immediately following an event. The contest site, practice site, school lobby, or locker rooms are not appropriate places to resolve conflict. Most conflicts are better resolved after an appropriate cooling down period. If you have a concern, please call or arrange for a meeting on the following work day.

The following steps will be taken in order for the conflict to be resolved:

First Action:

The student-athlete should talk directly to the coach or coaches themselves- this is a valuable part of the learning, development, and maturing process. This step may not apply in all situations depending on the nature of the conflict.

If the problem is not resolved...

Second Action

A meeting between the participant, the coach or advisor, and/or the parents should be called. This meeting can be initiated by the participant, the parents, the coach or advisor, but does not have to involve all of these parties.

Third Action:

If any party still feels that the conflict is unresolved, a meeting between the parents, the coach or advisor, and the Activities Director may be called. The participant need not be present. An individual meeting to gain the perspective of the participant may be solicited. Notes of the meeting will be kept by the Activities Director. The Activities Director will send out a list of findings and recommendations to those involved no later than one week after the meeting. A copy of all communications will be given to the High School or Middle School Principal.

Fourth Action:

The matter can be referred to the High School or Middle School Principal if a conflict still exists.

NCAA Collegiate Eligibility Standards

Many high school student athletes aspire to play sports beyond the high school level. The National Collegiate Athletic Association (NCAA) has established academic and amateur credentials for all students who want to play sports at an NCAA Division I or II institution as a freshman. YOU MUST START TO PLAN EARLY - FRESHMAN GRADES COUNT.

What are the academic initial-eligibility requirements?

The following requirements must be met in order for a student to be able to practice, play and receive a scholarship at an NCAA Division I or II college or university.

Division I:

1. Graduate from High School
2. Complete a minimum of 16 core cores
3. Present the required grade point average (GPA)
4. Present a qualifying test score on either the ACT or SAT
5. Complete an amateurism questionnaire and request final amateur certification

Core Academic Course Breakdown *(All courses must appear on the South St Paul list of Approved Core Courses)*

- 4 years of English
- 3 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science)
- 1 extra year of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses from any category above, or foreign language, non-doctrinal/comparative religion/philosophy.

Academic eligibility is determined by using a sliding scale that matches Grade Point Averages for the Core Courses with ACT or SAT scores. A student/athlete must have a minimum Grade Point Average (GPA) for the 16 courses of 2.00. With a 2.0 GPA a student then must have a minimum SAT score of 1010 or ACT score of 86. (A student with a 3.0 GPA would need test scores of 620 or 52).

More information is available in the Activities Office.

Activities/Athletics Handbook Signature Sheet 2023-24 School Year

Advisor/Coaches Name: _____ (print)

Students Name: _____ (print)

Grade: _____

Date: _____

*I have received the 2023-24 student handbook, and I understand that it is my responsibility to read it. I understand that is also my responsibility to abide by all of the District's policies, as they are presented on the District's website at www.sspps.org under the "Our District" **tab** and then click on the "School Board" link and then "District Policy" link. I must ask questions if I do not understand current policies or a portion of the handbook. I understand that I will be held accountable according to the District's policies.*

Student Signature: _____



Adopted: September 8, 1997

MSBA/MASA Model Policy 413

*Revised: 4/26/04; 8/28/06; 11/23/09; 11/25/13
11/23/15*

Orig. 1995

Rev. 2012

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- B. A violation of this policy occurs when any student, teacher, administrator or other school district personnel harasses a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (For purposes of this policy, school district personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)
- C. A violation of this policy for any student, teacher, administrator or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any student, teacher, administrator or other school district personnel who is found to have violated this policy.

III. DEFINITIONS

A. Assault

Assault is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

B. “Harassment” prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
3. otherwise adversely affects an individual’s employment or academic opportunities.

C. “Immediately” means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. “Disability” means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
2. “Familial status” means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor’s legal guardian; or

- b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 - 3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 - 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 - 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 - 6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
 - 7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
- 1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or

- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

2. Sexual harassment may include but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of student(s) by teachers, administrators or other school district personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of gender.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

- b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by a student, teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or building supervisor (hereinafter the "building report taker) is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy, at the building level. Any adult school district personnel, who receive a report of harassment or violence prohibited by this policy, shall inform the building report

taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or school district's human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fails to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building report taker.
- G. In the District. The school board hereby designates the Director of Human Resources and the High School Principal for South St. Paul Public Schools as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred.

Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence,

gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. § 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973 § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 1201 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 474 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)



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MSBA/MASA Model Policy 502

Orig. 1995

Revised: 10/25/04; 3/14/16; 5/22/17

Rev. 1999

502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.

III. DEFINITIONS

- A. “Contraband” means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and “look-alikes,” alcoholic beverages, controlled substances and “look-alikes,” overdue books and other materials belonging to the school district, and stolen property.
- B. “Personal possessions” includes but is not limited to purses, backpacks, bookbags, packages, and clothing.
- C. “Reasonable suspicion” means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official’s personal observation, a report from a student, parent or staff member, a student’s suspicious behavior, a student’s age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- D. “Reasonable scope” means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

- A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- B. School officials may inspect the personal possessions of a student and/or a student’s person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student’s person will be reasonable in its scope and intrusiveness.
- C. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.
- D. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- E. A strip search is a search involving the removal of coverings or clothing from private areas. Mass strip searches, or body cavity searches, are prohibited. Strip searches will be conducted only in circumstances involving imminent danger.

- F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- G. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal officials for ultimate disposition.

VII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal officials.

Legal References: U. S. Const., amend. IV
Minn. Const., art. I, § 10
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)
Minn. Stat. § 121A.72 (School Locker Policy)
G.C. v. Owensboro Public Schools, 711 F.3d 623 (6th Circ.2013)

Cross References: MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 506 (Student Discipline)



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9/9/13; 7/28/14; 8/24/15; 7/25/16; 6/26/17

514 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property at school- functions, or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber bullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district’s policies and procedures, including the school district’s discipline policy #506. The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. An actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. Materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying as defined in this policy.

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- F. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

- G. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. “Student” means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel, who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner, may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the

responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy #506 and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyber bullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities

such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § Ch. 124E (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



Adopted: February, 1998

MSBA/MASA Model Policy 526

Orig. 1997

Revised: 4/26/04; 9/9/13; 7/25/16; 6/26/17

Rev. 2014

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that are free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspensions and/or expulsion

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals for engaging in prohibited acts of hazing may include, but not limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Immediately” means as soon as possible but in no event, longer than 24 hours.
- C. “On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus

stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approve for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. "Student" means a student enrolled in a public school or charter school.
- F. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- C. A teacher, administrator, volunteer, contractor, and other school district employees shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades work assignments, or educational or work environment.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.
- F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited in this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of

applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian (s) of alleged perpetrators of hazing who have been involved in a report and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who provides information about hazing, who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's Building and Staff handbooks. The school district will develop a method for discussing this policy with students.

- Legal References:** Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
- Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, June 26, 2023

Place on Agenda: Committee-of-the-Whole and Regular Agenda

Action Requested: Approval

Attachment: The following revised policies can be found in the [Regular Meeting Agenda](#): 102, 104, 307, 404, 413, 418, 419, 437, 474, 501, 502, 503, 504, 505, 506, 512, 513, 514, 515, 516, 18, 521, 526, 528, 530, 531, 536, 550, 608, 611, 513, 01.1

Topic: Policy Review
Presenter(s): Superintendent Dr. Brian Zambreno
<p>Background:</p> <p>School district policy #208 requires policies under review to be placed on two consecutive School Board meeting agendas for review and comment by board members, staff and community members. On the third and subsequent meeting, the policies will go before the School Board for approval.</p> <p>The attached policies were reviewed by the board policy committee on May 15 and placed on the May 22 and June 12 School Board meeting agendas for review and comment. These policies have their third and final reading at the Monday, June 26 Board meeting. The Board will be asked to approve these policies on Monday evening as well.</p>
<p>Recommendation:</p> <p>Administration recommends approval of the policies listed above.</p>
<p>Alternatives:</p> <p>Approve all policies or select to pull certain policies for additional review time.</p>



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, June 26, 2023

Place on Agenda: Committee-of-the-Whole and Regular Agenda

Action Requested: Approval

Attachment: Policy 516.5 – Overdose Medication

Topic: Policy Review
Presenter(s): Superintendent Dr. Brian Zambreno
Background: School district policy #208 requires policies under review to be placed on two consecutive School Board meeting agendas for review and comment by board members, staff and community members. On the third and subsequent meeting, the policies will go before the School Board for approval. Policy further states that in the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. The attached Overdose Medication Policy #516.5 is being recommended for emergency approval to suffice recent legislation passed in the spring of 2023.
Recommendation: Administration recommends approval of the Overdose Medication Policy #516.5.
Alternatives: N/A



Adopted: 6/26/23

MSBA/MASA Model Policy 516.5
Orig. 2023

Revised:

516.5 OVERDOSE MEDICATION

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)ⁱ, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. **“Drug-related overdose”** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **“Naloxone Coordinator”** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district’s Naloxone Coordinator is [insert title of staff person appointed as coordinator]

- C. **“Opiate”** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **“Opiate Antagonist”** means naloxone hydrochloride (“Naloxone”) or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **“Standing Order”** means directions from the school district’s medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage
 - 3. Date of issuance
 - 4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

- A. The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.
- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.
- D. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team (“District Planning Team”) who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

 - 1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.

2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
 - a) Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
 - b) Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c) Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d) Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

E. Site Planning Teams

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

F. School District Staff

1. School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

V. NALOXONE STORAGE

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).
- B. The selected storage locations of Naloxone will be classified as non-public “security information” as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

- Legal References:**
- Minn. Stat. § 13.32 (Educational Data)
 - Minn. Stat. § 13.43 (Personnel Data)
 - Minn. Stat. § 13.37 (General Nonpublic Data)
 - Minn. Stat. § 121A.21 (School Health Services)
 - Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 - Minn. Stat. § 121A.224 (Opiate Antagonists)

Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: MSBA/MASA Model Policy 516 (Student Medication)
Minnesota Department of Health Toolkit on the Administration of Naloxone

ⁱ Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: May 9, 2022

Place on Agenda: Committee-of-the-Whole

Action Requested: None. Discussion Only.

Attachment: None

Topic: Committee Updates
Presenter(s): School Board Members
<p>Background:</p> <p>School Board members will provide an update for the following committees that they serve on:</p> <ul style="list-style-type: none"> • District 917 • Association for Metropolitan School Districts (AMSD) • Community Education • SSP Educational Foundation • Equity Alliance MN • Finance, Facilities and Long-Range Planning • Local Issues • SSP Open Foundation • District Policy • District Community Engagement and Public Relations • District Superintendent/Executive
<p>Recommendation:</p> <p>N/A</p>
<p>Alternatives:</p> <p>N/A</p>